



Issuance Date:

Mandatory Pre-Bid Conference:

RFA Clarification Questions Due:

Closing Date and Time for Application Submission:

10:00 AM Islamabad Time

September 07, 2011

September 13, 2011

September 16, 2011

October 07, 2011

RFA Number: USAID-PAKISTAN RFA-391-11-000005

Title: Improving the Quality of Reading Activity (IQRA)

Ladies and Gentlemen:

The United States Agency for International Development (USAID) is seeking applications for Assistance Agreements from all qualified applicants for funding to support a program entitled “Improving the Quality of Reading Activity (IQRA).” The authority for the RFA is found in the Foreign Assistance Act of 1961, as amended. USAID encourages applications from potential new partners. Please refer to the Program Description for a complete statement of goals and expected results.

While for-profit firms may participate, pursuant to 22 CFR 226.81, it is USAID policy not to award profit under assistance instruments such as cooperative agreements. However, all reasonable, allocable, and allowable expenses, both direct and indirect, which are related to the grant program and are in accordance with applicable cost standards (22 CFR 226, OMB Circular A-122 for non-profit organization, OMB Circular A-21 for universities, and the Federal Acquisition Regulation (FAR) Part 31 for-profit organizations), may be paid under the Cooperative Agreement.

Applicants under consideration for an award that have never received funding from USAID will be subject to a pre-award review to determine fiscal responsibility, ensure adequacy of financial controls and establish an indirect cost rate.

Subject to the availability of funds, USAID intends to provide approximately \$30 Million in total USAID funding to be allocated over a 5-year period. USAID reserves the right to fund any or none of the applications submitted.

Awards will be made to the responsible applicant whose application offers the greatest impact in Pakistan and best value to the U.S. Government. Issuance of this RFA does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for costs incurred in the preparation and submission of an application.

This RFA and any future amendments can be downloaded from <http://Pakistan.usaid.gov>.

Any clarification questions concerning this RFA should be submitted in writing to Sohail Humayun, Acquisition and Assistance Specialist, at pkcontract@usaid.gov by the date listed above. If there are problems in downloading the RFA from the Internet, please contact Sohail Humayun, Acquisition & Assistance Specialist at pkcontract@usaid.gov for technical assistance.

For the purposes of this RFA, the term "Grant" is synonymous with "Cooperative Agreement"; "Grantee"

is synonymous with "Recipient"; and "Grant Officer" is synonymous with "Agreement Officer". Applications must be received by the closing date and time indicated at the top of this cover letter. Late applications will not be considered for award. Applications must be directly responsive to the terms and conditions of this RFA. Telegraphic or fax applications (entire proposal) are not authorized for this RFA and will not be accepted.

For the purposes of this program, this RFA is being issued and consists of this cover letter and the following:

- Section I. Program Description;**
- Section II. Award and Administration Information;**
- Section III. Eligibility Criteria**
- Section IV. Application and Submission Instructions;**
- Section V. Evaluation Criteria**
- Section VI. Mandatory Standard Provisions for Non-US Non-Governmental Organizations;**
- Section VII. Certifications, Assurances and Other Statements of Recipients**
- Annex A: References.**
- Annex B: SF – 424: Link for Application for Federal Assistance Form.**
- Annex C: Marking and Branding Sample**
- Annex D; Sample for Initial security Plan.**
- Annex E: Environmental Compliance**

Your application must be received by October 07, 2011 at the place designated below for receipt of applications.

Please submit your application via email at pkcontract@usaid.gov.

USAID reserves the right to fund any or none of your submitted application in response to this RFA. Award will be made subject to the availability of funds.

Issuance of this RFA does not constitute an award commitment on the part of the Government, nor does it commit the Government to pay for costs incurred in the preparation and submission of an application. Further, the Government reserves the right to reject your application. In addition, final award of any resultant grant(s) cannot be made until funds have been fully appropriated, allocated and committed through internal USAID procedures. While it is anticipated that these procedures will be successfully completed, potential applicants are hereby notified of these requirements and conditions for award. Applications are submitted at the risk of the applicant; should circumstances prevent award of a cooperative agreement, all preparation and submission costs are at the applicant's expense.

Please note that U.S. Agency for International Development (USAID) intends to hold a Pre-Bid conference. This **Pre-Bid Conference is mandatory** for all those interested Pakistani firms and organizations who intend to submit proposal for the IQRA Program. Proposal shall not be accepted from those who do not attend the pre-bid conference.

Any questions concerning the contents of this RFA should be submitted in writing to Mr. Sohail Humayun at pkcontract@usaid.gov by September 16, 2011. Any additional information regarding this RFA will be furnished through an amendment to this RFA.

Thank you for your interest in USAID/Pakistan program.

Sincerely,



Jorge Dulanto-Hassenstein,
Agreement Officer

SECTION I – PROGRAM DESCRIPTION

I. Introduction

Pakistan's public education system faces multiple challenges of both access and quality. These challenges varies substantially within the four provinces of the country, and are exacerbated by rural and gender disparities and poor student retention rates largely due to the poor quality of teaching and learning in classrooms.

Lack of schools, and poor conditions of existing school structures are a widely-cited as key challenges in improving the status of the public education system. However, the quality of learning is hardly raised as a critical issue in developing analytical skills among students. As per the National Education Assessment study carried out by the Ministry of Education in 2005, only 2% of the students are reported to be 'learning almost all' of the curriculum. 40% of the students have 'learned' only one-fourth of the curriculum; and 42% of students in the country are 'learning' one-half of the curriculum. Poor quality of teaching, lack of enabling classroom environment, and absence of proper text-books are cited to be the key reasons for this low level of learning.

Globally studies have shown that learning outcomes have a direct correlation to a country's economic growth. Key to learning is the ability to read. A ten percent increase in the number of students achieving basic literacy translates into a 0.3 percentage point increase in the annual growth rate for that country. Other research has shown that early grade reading and numeracy competencies are critical for continued retention and success in future grades.

Pakistan's National Education Policy (NEP) 2009¹ has recognized that the increase in enrollment cannot be sustained in the absence of quality education. The policy has also established GOP's aim to broaden the base of the education sector with emphasis on improving the quality of education through better prepared teachers, improved curriculum, effective text books and better learning environment in schools. NEP has also recommended the need for developing national standards for education, and a comprehensive language policy for school education.

In 2007, Pakistan developed the National Curriculum for Literacy². The curriculum includes: basic literacy and numeracy, functional literacy and income generating skills. The curriculum established that the "acquisition of Literacy and Numeracy Skills is the first step towards independent and lifelong learning." In this context, literacy and numeracy skills are defined as follows:

"The ability to read, write and calculate simple symbols, digits, words, sentences, texts, with understanding at normal speed, and tackle everyday life *problems* related to citizenship, gender sensitivity, health, ethics and technical know-how to improve life and ultimately the society."

¹ National Education Policy 2009, Ministry of Education, Government of Pakistan, Islamabad

² National Curriculum for Literacy 2007, Curriculum Wing, Ministry of Education, Government of Pakistan, Islamabad

While the National Curriculum is geared to young and adult learners, the rationale for a clear focus on literacy, as well as the necessary pedagogical infrastructure and tool development, is applicable to child neoliterates.

Improving the Quality of Reading Activity (IQRA) will contribute to the GOP's goals to improve reading and numeracy skills among early grade students in five districts in the Northern Sindh and selected towns of Karachi through improved teacher competencies, improved early grade reading and maths assessment, improved student access to supplementary reading material, and enhanced participation of parents and communities in support of promoting reading and numeracy among school children.

The IQRA is part of the larger USAID/Pakistan support to strengthen the education sector in the Sindh Province of Pakistan under the Sindh Education Program (SEP). SEP focuses on increasing and sustaining student enrollment in primary, middle and secondary schools in targeted geographic locations in the Sindh province.

II. Background

Sindh is the second largest province of Pakistan in terms of both population and economic output. It is the most urbanized province with the majority of the population living in Karachi, the economic hub of Pakistan. Sindh contributes almost 50% of the national economy with the highest Gross Domestic Product (GDP), largely due to the city of Karachi.

Despite impressive economic progress, Sindh's education indicators are low. Two thirds of women and one third of people above the age of ten in Sindh are illiterate. Approximately forty percent of school-aged children – approximately four million children aged 5 through 12 – are not in school. Female participation in education remains a key challenge in Sindh. There is a large gap between the enrollment rates of boys and girls, though both are low; the Gender Parity Index in primary education shows enrollment of 77 girls in primary schools against 100 boys. Gender disparities vary across regions and become extremely high in rural parts of the province where only 31% of girls of official age are enrolled in primary school.

Like other parts of the country, the provision of educational services in the public sector in Sindh is limited due to lack of resources, poor political commitment, and weak school organization and management. Shortage of schools, poor infrastructure of existing schools, lack of quality teaching and learning materials, and the absence of meaningful community involvement have resulted in low levels of school participation, high drop-out rates, inadequate student learning outcomes, and the growth of private schools that are often unregulated. The lack of girl-friendly facilities, such as separate latrines, boundary walls, and female teachers are key barriers to female participation in formal schooling.

The performance of the education sector on account of learning outcome in the province is very dismal. As per the recently released report by the South Asian forum for Education Development (SAFED) in rural Sindh 32% of children do not go to school, 67% of those who do attend school, cannot read sentences in Urdu or Sindhi, 66.5% cannot read sentences in English, and 73%

cannot do simple two-digit subtraction sums (The report was based on assessment conducted in six districts of the province).

GOS has recently undertaken several critical initiatives to improve the quality of learning in classrooms. Under the World Bank/European Union funded Sindh Reforms Program, GOS is currently implementing the Sindh Education Reforms Program (SERP) to address access and quality issues. SERP addresses issues such as: provision of missing facilities; stipends for girls; provision of text books; teacher training and teacher improvement; and revitalization of schools councils.

Recently, Pakistan through the 18th Amendment in the Constitution of Pakistan has devolved many sectors including education to provinces. Under the new set-up provinces in Pakistan have the direct control, authority and responsibility of providing education in their respective geographic regions.

USAID/Pakistan under the Enhanced Pakistan Partnership Act 2009 and as per the new devolved set-up in Pakistan has developed a new business model to work closely with respective provincial governments to strengthen the delivery of social services to the citizens. In the education sector, USAID believes that the long-term sustainability of an effective education system that promotes child-centered learning will largely depends on the capacity of the public sector to introduce measures that promote high-quality, accessible and child-focused learning in schools, both public and private.

In Sindh, the challenge for USAID and the GOS is to support key policy reforms that improve the education system and learning environment. In order to effectively assist the GOS through technical support to promote education reforms, USAID will focus on optimizing provincial and district government roles to ensure that both levels capitalize on their comparative advantages and are able to deliver on their commitments.

IQRA's foundation is based on growing evidence base from experiences supported by USAID, the World Bank, DfID and other research activities carried out by several national and international organizations such as PRATHM, Save the Children and SAFED to name a few. The IQRA seeks to introduce evidence-based assessment, teacher and learner development practices, and to develop a model in focused districts of Sindh that begins with the assessment of early grade reading across a spectrum of widely accepted criteria and bolsters teacher, learner and community competencies and support for improved reading. The introduction of an information-based approach to early grade literacy in Sindh, with an emphasis on katchi³ through third grade learners, will contribute the SERP goals related to quality of learning.

The IQRA approach begins with the identification of key barriers to language acquisition and use, which then helps inform areas of focus in the teaching and learning process, including the development of relevant and appropriate reading materials. According to various opinion surveys, Pakistanis consider education one of their highest priorities and that a good education will bring a better life to their children. Building on this, IQRA will feature an inclusive approach to developing a literacy friendly environment by promoting classroom, school and

³ In Pakistan, Katchi is referred to KG level studies.

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community support for early grade literacy and encouraging women and girls and men and boys to participate collaboratively.

The IQRA is envisaged to have synergies, where possible, with the USAID-funded Pre-STEP program, which assists new and practicing teachers to gain revised and upgraded teacher qualifications, Pakistan Children's Television (PCTV), which aims to increase literacy and numeracy skills, problem-solving abilities, and critical thinking in children and other Sindh Education Support activities in the areas of construction and community development.

III. Period of Performance

The IQRA project is anticipated to be a five-year duration cooperative agreement. The project is expected to be awarded in October 2011 and will continue through September 2016 contingent on availability of funds. USAID encourages applicants to identify alliances (local and international) and build on and coordinate with existing initiatives and best practices.

IV. Goals and Objectives

The IQRA will support GOS institutions in enhancing and improving the quality of learning through efforts to improve reading and numeracy skills among students in early grades. The activity will be implemented in close consultation and collaboration with GOS institutions, and will set clear standards and benchmarks for reading and numeracy in light of the national and provincial policies and goals. The activity is also envisioned to maximize participation of parents, caregivers and the larger community in improving the quality of education in public schools.

The development hypothesis for the IQRA is that if reading competency at the early grades of primary school improves in Sindh Province, there is a greater likelihood of child retention and performance in school and positive mid to long-term effects on economic growth.

The IQRA is part of the larger USAID assisted Sindh Education Program (SEP) which is a \$ 155 million endeavor aiming to support the GOS to increase and sustain student enrollment in focused districts of the Sindh Province.

All components of IQRA also contribute directly to USAID's Global Education Strategy's Goal One, Improved reading skills for 100 million children in primary grades by 2015 with some activities also contributing to Goal Three, Increased equitable access to education in crises and conflict environments for 15 million learners by 2015.

Following are key objectives of the IQRA:

- Improved teacher competencies for effective early grade reading and math's instructions
- Improved early grade reading assessment practice
- Improved student access to supplementary reading material
- Enhanced participation of communities in support of early grade literacy

The overarching result for IQRA is a strong literacy and numeracy skill level in over 500,000 children in Grades K-3 in targeted districts of the Sindh Province.

V. Activity Description

The USAID assisted IQRA will support GOS institutions in improvising the quality of learning through efforts to improve reading and numeracy skills among studies in early grades in the selected districts in Sindh. The activity will be implemented in close consultations and collaboration with GOS institutions, and will set clear standards and benchmarks for reading and numeracy in lights of the national and provincial policies and goals. The activity is also envisioned to work closely with the local communities to maximize participation of parents, caregivers and the larger community in improving the quality of education in public schools.

Component 1: Improved teacher competencies for effective reading and math instruction.

Children's literacy is best facilitated by a supportive learning environment, one that flexes to the students' educative need, the environment in which he or she lives, and where tarbiyya⁴ is evenly developed. To create a supportive learning environment, teachers must become reflective, student-centered practitioners and rigorous, consistent assessors of student learning. That is, not only are teachers skilled in their content area, but they also support student progress by amending pedagogy and assessment tools according to the context. To benefit their students, engage them as they practice and strengthen literacy skills, and sustain learning over the school year and in challenging conditions.

The IQRA will provide training and materials to teachers to support improving competencies for effective reading and math instructions. As a result of these trainings and materials, teachers will develop an extensive repertoire of student-centered learning pedagogies, amending classroom instruction based on classroom populations and student learning styles.

Student-centered pedagogies that scaffold literacy include, but are not limited to 5:

1. Teacher awareness and knowledge of phonetic and whole-word language learning, and an ability to blend those approaches
2. Thoughtful, consistent, and rigorously documented student assessment
3. Teacher capacity to identify children who need more support in the classroom than they are receiving
4. Teacher sensitivity to psycho-social factors that stall learning
5. Inclusion of all genders and marginalized or disenfranchised populations

The recipient will develop intensive in-service teacher education programs to provide teachers practical skills on student-centered best practices. The recipient should ensure that these in-service programs are integrated into and/or coordinated with the current in-service training

⁴ Tarbiyya: exercising values and shouldering responsibilities of family and society (National Curriculum for Literacy 2007, Curriculum Wing, Ministry of Education, Government of Pakistan, Islamabad).

⁵ See Guidelines for Teachers (National Curriculum for Literacy 2007, Curriculum Wing, Ministry of Education, Government of Pakistan, Islamabad Fig 5.2 -57-58).

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activities of the Government of Sindh. In-service teacher training programs and competencies should/could cover:

1. Classroom management skills to facilitate differentiated learning
2. Recording processes to support on-going summative and formative assessment
3. Ways to monitor student progress including the ability to identify and appropriately support the psycho-social well-being of learners
4. Differences between the ways girls and boys learn and appreciate their learning environment

There is an anticipated, possible gap in teaching skill and philosophy between new and current teachers. The USAID-funded Pre-STEP program currently implemented by the Education Development Centre (EDC) and Columbia University's Teachers' College provides specific pre-service support to all Teacher Training Colleges in Pakistan. The recipient will ensure coordination of the IQRA with the Pre-STEP to promote linkages between pre-service training and in-service efforts under the IQRA and, more generally, support in-service training by bridging extant pedagogy with student-centered practices newly development for the Sindh context.

Under this component, teachers will be supported and mentored consistently to ensure they receive feedback and instruction while they internalize, practice, and explore new pedagogies. Ideally, a cadre of mentors will be assembled from the retired teacher community. Those veteran teachers can not only be briefed on student-centered pedagogies, but can also offer deep insight based on real experience sparking reflective dialogue. New teachers will face challenges in the classroom that would benefit from the perspective of veteran teachers. Mentors will be encouraged to become resources in the development of other in- and pre-service training, offering examples of pervasive weaknesses and strengths observed in mentee experiences.

Feedback from new and veteran teachers can ultimately loop or feedback to policy development, either in school, district, and on to the provincial level. Where district dynamics and characteristics are favorable to engaging education personnel and other relevant stakeholders in policy-related dialogue, it is highly encouraged that activities be structured to promote this dialogue, both at the inception and assessment phase and throughout the life of this activity.

Further, to create a community of practice, support, sustain and habituate teacher reflection and dialogue, the IQRA will adopt an approach that includes collegial groups meeting on a regular, recurring basis on the school grounds to underscore that teaching and learning is an ever-evolving process. This could be a cluster approach whereby teachers can share lesson plans, and student successes and challenges, urging one another to consider various approaches of literacy instruction and classroom management. Administrators will play a supporting role in those groups, guiding teachers through school rules, social mores, and bounds of policy as appropriate.

Illustrative Activities:

Following is the list of illustrative activities under this component. Applicants are encouraged to propose other additional innovative ideas, and activities to support the achievement of program goals.

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1. Develop and implement a series of in-service teacher education program focused on literacy and basic reading
2. Ensure that the newly developed in-service programs are aligned with the USAID supported Pre-STEP program
3. Initiate a mentoring and coaching program collaboratively with or through Government Colleges of Elementary Teachers (GCETs). Develop mechanism for possible inclusion of master and retired educators to mentor teachers through ongoing guidance and support
4. Organize systemic trainings to bolster or reinforce instructional supervision skills and practice
5. Provide teaching and learning supplies/resources to facilitate in-service teachers to implement newly learned skills
6. Organize regular discussion groups of mentors and/or teachers. During such sessions encourage teachers to share lesson plans, and student successes and challenges. Such sessions should also include discussions on child-focused classroom management practices
7. Develop and implement innovative activities that demonstrably incorporate and accommodate different learning styles of girls and boys
8. Develop a regular monitoring mechanism of attendance registers to ensure access and retention of both girls and boys
9. Conduct survey of students once per quarter to learn about pressures from home and the environment that compromise school attendance, and that monitor children's experience in school

Outputs:

Illustrative outputs can include:

- Classroom practices will reflect the social values documented in the National Literacy Curriculum.
- Strengthen teachers understanding of literacy learning:
 - a. # of teachers able to differentiate between phonetic and whole language learning
 - b. # of teachers that demonstrate pedagogies that attend to various learn-to-read styles
 - c. # of teachers able to explain how psycho-social stressors stall learning, and will be able to cite one or more ways to mitigate those in the classroom.
 - d. # of teachers that demonstrate the ability to assess student literacy in both formative and summative ways
 - e. # of teachers will deliver unit plans to illustrate understanding of literacy development
- Deepen teacher understanding of the impact of classroom management on student learning:
 - a. # of teachers that demonstrate inclusive classroom management skills (regardless of learning styles, gender, and ethnic background or natal language)
 - b. # of teachers that demonstrate an organizing structure and routine to their classroom pedagogies
 - c. # of teachers that modify teaching practices and utilize to differentiate for each student

- Develop communities of teaching and learning:
 - a. # of schools (or teachers) which take part in a community of teaching and learning (Critical Friends, Communities of Practice, etc.)
 - b. # of teachers mentored consistently throughout the school year
 - c. Teacher and mentor satisfaction surveys indicate ways that communities of teaching and learning support professional development and refine pedagogy
 - d. # of materials documenting mentor visits, and the outcomes of those visits

Deliverables:

Illustrative deliverables under this component could include, but are not limited to:

- In-service training curriculum developed or modified based on the results of the EGRA/EGMA
- Teacher mentoring approach developed and implemented
- Lesson plans aligned with the National Literacy Curriculum
- A teacher code of conduct is developed in light of Pakistan National Professional Standards for Teachers and implemented that addresses exclusion and equity issues in the classroom and within the school environment
- Others TBD

Component II: Improved early grade reading assessment practice

While many education programs tend to place a prominent emphasis on the pedagogical “nuts and bolts” of teaching and learning, assessment is implicitly understood or undersold in terms of investment of time and other resources. As countries revisit or revise their reform agendas, more countries are adopting or experimenting with outcomes-based curricula and instruction, which, while incorporating more child-centered and learner-oriented theory and practice in different facets of instruction, run into serious issues when dealing with assessment, especially regular or continuous assessment of children’s learning. This is particularly the case in countries and settings with multi-grade classes or large classes (in excess of 40-50 students) where Teacher Pupil ratio can render assessment burdensome to non-existent.

As many countries, including Pakistan, normally do not assess reading levels before the end of primary (usually grade 5), up until recent years, it has been difficult to gauge proper language acquisition in the early grades, where changes can be made and habits set with enough time to make a difference in student performance before or by the time she or he reaches the national assessment stage. Conducting an assessment for early grade reading (or maths) is the critical step to identify what exactly the barriers are and how best to address them.

The recipient will ensure that introduction of new reading and maths programs are linked with the larger policy development in Sindh for improved learning. The recipient in consultation with GOS institutions and other stakeholders will develop and adopt EGRA and EGMA test to best suit the situation on ground in Sindh.

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On average, an EGRA is usually no longer than 15 minutes per child and is administered on a sample basis and can assess the following:

- Letter naming fluency (per minute)
- Phonemic awareness (out of 10)
- Familiar word fluency (per minute)
- Unfamiliar word fluency (per minute)
- Oral reading fluency (per minute)
- Reading comprehension (% correct)
- Listening comprehension (% correct)

For maths, an Early Grade Maths Assessment (EGMA) is similarly administered and can assess the following:

- Number identification
- Quantity discrimination
- Missing number
- Addition
- Subtraction
- Word Problems

Appropriate classroom and school interventions should result in improved student performance and tracked or measured by the EGRA and EGMA at an initial or baseline stage and with subsequent follow-up and endline data collection. Milestones for letter recognition, reading fluency (words per minute/w comprehension) and other areas should increase if the interventions are effective.

A solid approach for the successful implementation of EGRA and EGMA in Sindh should comprise development of the EGRA and EGMA instruments, in close collaboration with the relevant education personnel and other partners, a strong training component for the test administrators, field testing, data capture and analysis. Attention will be paid to determining the appropriate sample size, as well as control areas for evaluation purposes.

In collaboration with the DOE, the validated EGRA instruments will serve as a primary tool to help the DOE make meaningful comparisons between schools disaggregated by student, sex, age, school and other relevant demographic data. While student learning may be defined and measured in numerous ways, reading fluency as measured by the EGRA, will be a principle way to measure the total impact of the project treatments areas/schools.

Illustrative Activities:

Following is the list of illustrative activities under this component. Applicants are encouraged to propose other additional innovative ideas, and activities to support the achievement of program goals.

1. Develop EGRA and EGMA instruments in Sindh

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2. Implement EGRA and EGMA testing in focused districts
3. Train appropriate GOS institutions, and teachers in EGRA and EGMA testing protocols
4. Disseminate results at the school, district and provincial level

The recipient will be encouraged to examine and understand any effect relative to the program inputs vis-à-vis boy and girl learners.

Outputs:

Illustrative outputs can include:

- EGRA baseline is conducted in at least [TBD] treatment and [TBD] control primary schools
- Annual EGRA conducted disaggregated to the extent possible by student, sex, age, school and other relevant demographic data)
- Literacy and numeracy assessment will mirror or take into account those documented in National Literacy Curriculum
- Teachers will implement Early Grade Reading Assessments in their classrooms with the support of master and retired teachers that book-end the school year and monitor student learning

Deliverables:

Illustrative deliverables under this component could include, but are not limited to:

- EGRA and EGMA instruments developed and tested in Sindh
- Others TBD

Component III: Improved student access to supplementary reading materials

NEP states that the curriculum from Class I onward shall include English (as a subject), Urdu, one regional language and mathematics. In order to promote the NEP objectives and other goals of the IQRA, this component includes the provision of supplementary teaching and learning materials to be used with the literacy and numeracy instructional methods; the use of instructional materials in the classrooms; local procurement and/or production of materials; authenticity/relevancy of materials; and the promotion of a reading culture in selected geographical locations. The recipient should develop mechanism that prioritize that children are getting written text in their hands which is sufficient to help them become better readers.

The recipient will adopt a participatory process for the selection of supplementary reading and learning material and other innovative approaches to promote reading culture in selected geographical locations. Such process should include representation from a diverse array of key stakeholder groups. Participants in the process may include: school personnel, NGO representatives, Provincial and District education personnel, GCETs lecturers and student teachers, parents and other community members. DOE in consultation with USAID will review and approve all the material.

Illustrative Activities

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Following is the list of illustrative activities under this component. Applicants are encouraged to propose other additional innovative ideas, and activities to support the achievement of program goals.

1. Establish process and determine stakeholders for materials selection, development and approvals
2. Develop and/or procure literacy and numeracy instructional materials to teachers and students to support new literacy and numeracy instructional methods
3. Adopt mechanism for providing supplementary reading material to children – e.g. low-cost, no-cost materials, local publishing, translation of story books into local languages, teacher- and learning-generated materials, and sponsoring of local/child authors
4. Train GCETs personnel and student teachers, community members and/or teachers on relevant process and software for developing supplementary reading stories and materials
5. Train teachers in target schools for the effective use of supplementary materials
6. Develop strategies to ensure that materials are effectively used in schools – e.g. provision of classroom cupboards, school libraries, book lending scheme in schools through classroom and school libraries

Outputs:

Illustrative outputs can include:

- Reading materials environment scan conducted
- Suitable literacy materials identified and DOE and USAID approval obtained.
- GCETs personnel and teachers trained in the use of literacy material as per the new literacy and numeracy instructional methods
- Supplementary reading materials printed/procured
- Supplementary reading materials distributed
- TBD

Deliverables:

Illustrative deliverables under this activity could include, but are not limited to:

- Reading materials environment and capacity scan report produced
- Supplementary reading materials distributed in schools (districts?)
- Other TBD.

Component IV: Increased community engagement and participation in support of early grade literacy

The participation and ownership of communities in all components of IQRA is critical for the long-term sustainability of the program. This component includes the inclusiveness and

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participation of different players in learning acquisition, with an emphasis on early grade reading and maths as per the principles of the National Literacy Curriculum of Pakistan. Under this component activities will also be undertaken to strengthen the role of School Management Committees (SMCs). The recipient should make efforts to ensure maximum participation of local communities during the implementation of IQRA activities. The recipient will also align activities under this component with another Community Mobilization component of the Sindh Education Program.

Key Activities:

Following is the list of illustrative activities under this component. Applicants are encouraged to propose other additional innovative ideas, and activities to support the achievement of program goals.

1. Develop and implement a variety of methods to strengthen community participation in school management – e.g. training of SMCs in better governance, financial management and advocacy
2. Support increase participation of parents, especially of mothers in student learning through development of innovative approaches such as the introduction of reading scorecards
3. Develop and implement innovative mechanism to promote reading culture – e.g. story book writing competitions, the publication of community texts, the involvement of parents in school-based activities, the promotion of text-based activities over the radio (e.g. story reading).
4. Provide small grants to Schools/SMCs which have demonstrate progress in achieving better reading and numeracy skills among students. The recipient will develop criteria for improvement and share with DOE and USAID for review and approval. The grants may be used for procurement of additional reading and learning material or may be used for infrastructure improvement such as water and sanitation facilities for girls' students, etc.
5. Develop and implement mechanism to train youth and parents to serve as Teacher Community Assistants (TCA) to monitor, evaluate and remediate student reading progress. One or two TCAs can serve each school after five or six days of training (plus four or five days for a follow-up refresher course)

Outputs:

Illustrative outputs can include:

- School Management Committees strengthened/Established
- Number of parents participating in SMCs, disaggregated by gender
- Community members expressing satisfaction with participation in school management decision-making
- Number of competitions held per cluster per quarter
- Number of district competitions sponsored semi-annually
- Number of students participating in competitions, disaggregated by gender

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- Teaching Community Assistants identified, hired and trained, disaggregated by gender
- Small grants given to Schools/SMCs for improvement

Deliverables:

Illustrative deliverables under this activity could include, but are not limited to:

- SMC strengthened
- Reading culture promoted in selected regions
- Other TBD.

VI. Monitoring & Evaluation and other Requirements

Monitoring and Evaluation

USAID's education programs address the USG foreign assistance element of "Investing in People." Specifically, USAID strives "To help nations achieve sustainable improvement in the well-being of their populations through effective and accountable investments in education, health, and other social services." In Pakistan, under the recently approved USAID/Pakistan Result Framework, the overall goal of the USAID Mission is to achieve "Stable, secure and prosperous Pakistan at peace with its neighbors and contributing to regional stability." The education objective is stated in the Result Framework as "Improved schooling and preparation for work in target areas." Under the overall assistance objective in Education, USAID has defined the following intermediate results (IRs):

- IR 4.1: Increased access to high-quality basic education
- IR 4.2: Improved governance of basic education
- IR 4.3: Improved relevance of higher education

The IQRA will support IR 4.1 and IR 4.2.

The Applicant shall develop a plan for collecting, evaluating and validating data which will be used to measure overall progress and compare status over times (which will become the Project Management Plan or PMP). Within the PMP, the Applicant shall develop performance indicators and show how baseline measurements can be established to assess the impact of the proposed interventions to arrive at the expected results. The PMP shall also include detailed definitions for each indicator and an explanation of how data and information will be collected, analyzed and used as well as the cost effectiveness of such activities.

A draft PMP will be due with the first work plan and will be subject to approval of the USAID Agreement's Officer's Technical Representative (AOTR). Any subsequent change in the plan will require concurrence from USAID. USAID also reserves the right to request changes to the performance management plan as it develops its monitoring and evaluation plan.

In addition to reporting on standard indicators the recipient is expected to develop custom or tailored indicators to capture the impacts of each component of the activity in a more nuanced

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fashion in a performance management plan. The indicators, outputs and deliverables suggested in the Scope of Work should be seen as illustrative. Building on these illustrative targets, the Applicant will provide its own set of indicators, proposing alternative measures to gather key information that may be more feasible or cost-effective if necessary, and include baseline and target data when possible. A final list of indicators will be confirmed in collaboration with USAID after the award.

Indicators and targets for each result should illustrate how the project will contribute to improved performance for each element. Measurement of achievements under this agreement should directly relate to the technical assistance and other support provided under this project, including the identification of best practices. Indicators will include a combination of standard indicators, as defined by the USG, and customer indicators which should have widely shared definitions and allow aggregation of results.

Standard Basic Education Program Support Indicators:

- Does your program support education systems/policy reform?
- Number of administrators and officials trained
- Number of adult learners enrolled in USG-supported schools or equivalent non-school-based settings
- Number of learners enrolled in USG-supported pre-primary schools or equivalent non-school-based settings
- Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings
- Number of learners enrolled in USG-supported secondary schools or equivalent non-school-based settings
- Number of parent-teacher associations or similar “school” governance structures supported
- Number of teacher/educators trained with USG-support
- Number of textbooks and other teaching and learning materials provided with USG assistance

Independent mid-term and final evaluation of program activities and directions will be required within the program budget. These evaluations will assess the impact of program interventions on target beneficiaries; for example:

- Increase in student learning outcomes associated with teachers using literacy and numeracy teaching practices introduced by the program
- Increase in student learning outcomes associated with the use of instructional materials
- Impact of EGRA and EGMA in improving teaching and learning in classrooms

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- Increase in student learning associated with improvements in teacher's conditions and motivations
- Increase in performance in literacy and numeracy for girls, rural and low income students
- Impact of community involvement in promoting early grade reading and numeracy in target schools

Cross Cutting Issues

1. **Impact and Efficiency:** The recipient will submit an impact assessment plan, as an annex to the proposal, that develops qualitative, quantitative, and, to the greatest extent possible, monetary measures of the activity's impacts disaggregated, when appropriate, by component, sub-component, and task and by geographical area and gender. This will require establishing pre-activity baselines, appropriate control groups, and regular data collection. This cost and impact data will allow USAID and the recipient to make adjustments as the budget and the political and economic situations fluctuate.
2. **Relevance/Ownership:** Under the Enhanced Pakistan Partnership Act 2009, USAID is committed to ensuring continuous, effective participation of key stakeholders and beneficiary groups in its program. The question, "How well the activity is/was focused on the needs of the beneficiaries?" is one of several governing principles that will guide the design, implementation, monitoring and impact assessment of the activity. To achieve this objective, the recipient shall demonstrate an ability to fully integrate stakeholders and beneficiary groups into activity implementation and evaluation. An important part of such integration is demonstrating that all aspects of the activity remain relevant to the stakeholders throughout the implementation phase, and that ownership by stakeholders and beneficiaries, in particular by partners is regularly assessed and assured. This is an important foundation for achieving sustainability, as discussed below. In addition to the over-arching question noted above, the sub-points below address relevance and ownership and shall be integrated into all program components, performance management plan, staffing, and outreach:
 - Does the activity remain responsive to expressed needs of beneficiaries and the majority of stakeholders?
 - Are stakeholders being engaged and involved in a substantive way throughout the activity life cycle?
 - Is the consultative process inclusive and not perceived to be favoring large organizations? Are beneficiary target groups still appropriate?
 - Are key stakeholders involved in work planning, including decisions on budget priorities and short-term technical assistance requirements?
 - Are realistic needs assessments being conducted, documented and discussed with key stakeholders?
 - Do beneficiary groups and stakeholders remain committed to sustainability, in demonstrated ways?

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3. **Gender:** Gender differences and discrimination play a significant role in determining the education status of women and girls in Pakistan. The recipient shall take into consideration the impact of gender and ensure that equity concerns will be an integral element of all program activities. Appropriate internal and external management structures and personnel processes are required to demonstrate that issues of gender are incorporated into all program interventions. Activity-wide guidelines for gender impact are as follows:
 - **Recipient Staff:** The recipient shall demonstrate a commitment to gender equity among its staff in Pakistan, including long- and short-term, expatriate and Pakistani staff members.
 - **Component and Sub-component Targets:** The recipient shall reflect a commitment to achieving gender equity in its program targets. Performance monitoring approaches and systems shall demonstrate a clear ability to track, document and report progress in achieving this requirement.
 - **Budgets:** The recipient shall demonstrate a commitment to the effective and consistent programming of the total activity budget in support of promoting and achieving gender equity. Budget planning and management systems shall demonstrate a clear ability to track, document and report progress in achieving this requirement.
4. **Sustainability:** The history of the external donor community in Pakistan is replete with experiences, including from USAID, of interventions which were not designed, implemented or assessed with a keen eye to ensuring the successful continuation of relevant components without further donor aid. USAID/Pakistan seeks to rectify this problem by identifying and incorporating in the design of its new activity, discrete aspects of new activities which have the potential to achieve the following:
 - In the absence of donor assistance, the GOP institutions are able to:
 - ❖ identify key barriers, draft and implement a set of coherent and financially viable education policies that allow sustainable management of the education sector.
 - ❖ implement strategies facilitating partnership for school management and organizing.

The recipient shall ensure that all institutional strengthening activities address both short- (during the activity) and long-term (post-activity) perspectives; opportunities for sustainability are carefully and regularly assessed; problem areas are dutifully highlighted and addressed; substantive issues beyond the management influence of the recipient and its proposed solutions are flagged for timely intervention by relevant parties; and the recurrent cost implications (i.e. likely costs, sources and commitment of funds and other resources) of achieving targeted sustainability, as defined above, are periodically assessed and the results of such assessments are documented and shared with all relevant decision-makers.
5. **Flexibility of Scale:** The USAID/Pakistan education portfolio is implemented in a context of high political visibility, rapidly shifting and evolving “political contexts” both in the U.S. and in Pakistan, and considerable pressure to deliver timely, sustainable results. Education is one of the priorities of U.S. foreign assistance to Pakistan. Program budgets ebb and flow in response to these pressures. As a result, the recipient must implement the activity with a

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considerable degree of flexibility, while demonstrating a definite ability to achieve targeted results, as approved. The recipient must show:

- ❖ A recognition of and ability to operate within and respond to the pressures identified above;
 - ❖ A program structure and approach that has an appropriate “accordion effect,” i.e., an ability to quickly scale-up or down in response to the pressures identified above; and
 - ❖ An ability to assess, identify, propose and justify cutting relatively non-performing aspects of the activity in favor of well-performing aspects in order to maximize use of available resources and potential impact.
6. **Building Human Resources and Sustainability:** The recipient shall implement measures to develop competencies for decision-making among an increased number of Pakistani counterparts at all levels to develop long-term sustainability. The recipient shall ensure that counterparts will increasingly be in a position to take senior management and technical roles, authorities and responsibilities in the area of education. The recipient’s own human resource base, particularly Pakistani, at senior, middle and entry level shall be developed through specific planning and professional development activities.
 7. **Grants and Sub-Cooperative agreements:** USAID is committed to using local service providers to the greatest extent possible when implementing IQRA activities. To achieve this goal, as well as other competitive improvements outlined in the project components, the recipient shall submit a manual that details the operations of any program for grants and sub-cooperative agreements. The operations manual shall detail the selection criteria for awards and the process for allocating the grants and sub-cooperative agreements, management oversight and approval process, procurement procedures, and M&E mechanisms. The operations manual is due within 60 days following approval of the final work plan.
 8. **Partnering, Linkages, and Coordination:** Fostering collaborative linkages and partnerships among USAID-funded implementing partners and within the wider education sector community, especially with the Department of Education (DOE) of the Government of Sindh (GOS) will be an important principle throughout the award period. Support and commitment from the GOS is essential to the success of this program and the recipient shall develop and maintain collaborative relationships to ensure ownership and support throughout all phases of program planning, implementation and monitoring and evaluation. Effective linkages/partnerships leading to closer coordination and collaboration among parties working in community education in Pakistan are intended to avoid duplication of efforts, and to increase and improve the government’s ownership and accountability. Carefully planned and soundly designed program activities which foster linkages/partnerships are intended to lead to long term programmatic sustainability of education.

USAID will be implementing several new project activities that collectively aim to support the education sector in the Sindh Province while leveraging USAID’s resources. The many USAID (and other donor) activities will require the recipient to establish supportive,

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collaborative relationships between project activities and staff that result in a synergistic effect to achieve USAID's goals.

9. **Cultural, Language and Geographic Considerations:** Sindh is a complex and culturally rich province of Pakistan; operating effectively within this diversity and complexity is essential for the successful implementation of programs. The recipient is expected to demonstrate sensitivity and flexibility when taking into account the different cultures, languages, geographical makeup and general ways of doing business in Sindh. Activities and approaches must be properly tailored to meet the cultural and geographic challenges.

Key Personnel – Position Descriptions

The Applicant will propose key personnel. Key Personnel may be comprised of staff from the prime applicant and partner organization staff. The applicant will include in the proposal an organizational chart that delineates the key position together with a brief biographical sketch for each candidate and support position description for each.

USAID/Pakistan has identified the following positions as key personnel for this activity. However, applicants are welcome to propose alternate key personnel positions.

Chief of Party: The Chief of Party shall be responsible for the overall management and implementation of the program and report directly to the designated USAID Agreements Officer Technical Representative (AOTR). S/he shall supervise project implementation, serve as the principle interlocutor with USAID and the GOS and ensure the program meets stated goals and reporting requirements. The Chief of Party shall have an advanced degree (master's degree or equivalent) in a relevant field from an accredited university. The Chief of Party shall have at least 10 years of experience in managing and implementing education programs in developing countries and specifically in the areas under specific tasks outlined above. Previous experience in Pakistan is required. S/he shall have demonstrated exemplary diplomatic and interpersonal skills to ensure internal coherence among diverse team members, as well as relations with the GOP, donors and the international community. Additional experience in South Asia in similar type of programs may be considered in lieu of an advanced degree.

Director of Administration and Financial Management: The Director of Administration and Financial Management shall be responsible for overseeing the administrative and financial management and accountability requirements of the program. S/he shall have a graduate degree in accounting or business administration from an accredited university and at least seven years' experience in financial management and/or project administration.

Monitoring and Evaluation Advisor: The Monitoring and Evaluation (M&E) Advisor shall be responsible for coordinating the development of a performance management plan for the project, including performance monitoring criteria. S/he shall have a graduate degree from an accredited university in a relevant field. S/he shall have at least seven years of relevant experience working in developing country settings, preferably on education programs.

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Technical Directors (3): The technical team shall be composed of at least three experienced and well-qualified Technical Directors with at least seven years of demonstrated expertise in their particular fields in a developing country. Such advisors shall cover fields such as: Director Teacher Training, Director Assessment, and Director Community Mobilization. Each Director shall have an advanced degree (master's degree or equivalent) in a relevant field from an accredited university. Directors shall have at least 8 years of experience in relevant fields. Previous experience in Pakistan or South Asia is encouraged.

Recipient is urged to identify additional personnel who are deemed essential for the success of the project.

VII. Reporting Requirements

** Applicants are advised that periodic performance reports will be required under the resulting Cooperative Agreement. Requirements for periodic performance reports are contained below and supplement the requirements of 22 CFR 226.51. After award, the exact format for preparation of and timing for submission of all reports shall be proposed by the Recipient and concurred by the AOTR. Applicants are reminded to budget prudent and adequate resources for completing the required reporting.

The Applicant will provide the following reports, deliverables and outputs. All work plans, progress and financial reports will include both technical and budget sections.

A. Work Plans

Life of Project Work Plan: The recipient shall submit an illustrative Life of Project Work Plan with the proposal. On or about 60 days from the signing of the agreement, the recipient shall open review discussions with the AOTR. These discussions will be based on consultations and inputs from USAID, partners and stakeholders. The final life-of-project Work Plan will be submitted for the determination of acceptance to the AOTR within 90 days of the signing of the cooperative agreement.

Annual Work Plans: Within 30 working days of signing of the cooperative agreement, the recipient shall submit a draft work plan that covers from the date of signing through the end of the fiscal year. The draft will be based on the life-of-project Work Plan but will be revised with comments made during negotiations and with consultations with the AOTR after signing of the cooperative agreement, if any. Subsequent Work Plans shall be submitted annually. Each annual Work Plan shall be submitted no later than four weeks before the commencement of the applicable work year covered under such Work Plan, and must contain a detailed program implementation schedule, resources to be used and a budget. The annual Work Plan shall include a monitoring and evaluation plan that clearly links Recipient's actions with the objectives and targeted outcomes of this SOW. If during the course of implementation the recipient wishes to make changes to the Work Plan, then the recipient shall submit these requested changes in writing for technical review and concurrence by the AOTR.

B. Performance Monitoring Plan (PMP)

The recipient, as part of its proposal, shall submit initial PMP an initial Performance Monitoring Plan (PMP) with clearly outlined targets, benchmarks and performance measurement indicators and demonstrate how the proposed indicators are linked to the USAID/Pakistan's Education Program indicators. The plan shall identify specific indicators for measuring the following aspects of the recipient's performance:

- progress toward meeting project objectives and sub-objectives,
- time frame for achieving these objectives and sub-objectives and
- Client satisfaction and overall project impact.

Both quantitative and qualitative indicators need to be developed and special attention paid to data sources, collection methods and data quality assessment.

As part of the initial work under the agreement, the recipient will work closely with the USAID AOTR to specify a method for determining target and control units and to develop mutually agreed upon cooperative agreement indicators. The recipient will finalize the PMP within the first 150 days of the cooperative agreement by commissioning surveys and conducting evaluations and assessments that will establish the base lines for the activities and sub-activities and their expected targets for subsequent years. Project monitoring and evaluation comprises an essential component of this cooperative agreement for the following reasons:

- inform USAID of progress,
- enable detailed and on-going design of activities and sub-activities, and,
- build counterparts' capacity to collect and analyze the data for sound decision-making, and
- Critical for the public awareness/outreach campaign to demonstrate that progress can be made in judicial reform.

The PMP process will involve the collection of baseline and outcome data in an appropriate number of control units. The PMP will discuss the method used to select measurable units, i.e. schools, districts, including both the treatment and control groups according to criteria that make a rigorous comparison possible; it will include a plan for gathering baseline data in both groups as well as for gathering outcome data periodically and in the final year of project implementation. Indicators pertaining to all core components of the IQRA will constitute critical PMP components.

The recipient in its monitoring and reporting on IQRA will disaggregate by gender and geographical location the impact on the beneficiaries and provide analysis of gender data. For all the activities in the implementation of this project, if a single gender is disproportionately involved or benefited, the recipient must explain the reason and whether or not it is appropriate. If deemed inappropriate and the result of a structural cause, the recipient will inform USAID and suggest remedial interventions to improve the equity of implementation.

C. Security Plan

The recipient shall submit an illustrative Security Plan along with estimated cost with the proposal. Within 30 days of signing the agreement, the recipient will submit a detailed plan to the Agreement Officer for review and approval.

D. Closeout Plan

The recipient will provide a project closeout plan for all activities associated with this project to the AOTR no less than 180 days before the cooperative agreement completion date.

E. Quarterly Reports

Except when otherwise required, the recipient will submit quarterly progress reports to USAID/Pakistan within 20 days of the beginning of the month following the quarter to which the report refers. Recipient in consultation with the AOTR will develop a format of the quarterly reports, and upon approval of the AOTR will submit reports on regular basis. These reports will describe the progress made in the quarter most recently ended with specific reference to the goals, outcomes and results, and specific activities included in the work plan and as specified in this SOW.

F. Annual Reports

The Recipient shall prepare annual reports to summarize project progress relative to expected results and outcomes as outlined in work plans and against cooperative agreement deliverables. Annual reports will have two components: (a) A concise report rolling up quarterly reports with a short summary in English and Urdu for public audiences (such as government & local communities); and (b) accounting of progress against metrics for inputs, process, outputs and results per the PMP, and other information in standard formats required for USAID Annual Performance reporting. Part (b) will consist of: (i) a list of deliverables, reports and publications submitted during the year (by date/status), (ii) lessons learned; (iii) suggested steps to improve activity performance and impact; and, (iv) concise narratives or a table to reflect any additional cooperative agreement. The annual report will serve as a basis for project evaluation, audit and management decision-making for budgetary considerations. It is essential that the annual report is complete, accurate and timely. Annual reports are to be submitted to the AOTR by Oct. 30 each year. Depending on the award date, the first Annual Report may not cover twelve months of activity.

G. Final report

The Recipient shall submit, within ninety days following the termination of this cooperative agreement, a detailed final report, which includes a financial report detailing how funds were expended, by line item; a summary of the accomplishments and shortcomings of its performance under the cooperative agreement, referenced to the results required under this SOW; a status report on all Pakistani institutions with which Recipient worked to a significant degree; a complete list of all host country and international donor and financial institution contacts; and a description of all institutions created and their expected future activities.

H. Reports by Expatriate Short Term Technical Assistance Providers

Unless otherwise agreed to by USAID/Pakistan, the Recipient will submit to USAID/Pakistan promptly after the conclusion of each trip by an expatriate short-term technical assistance provider a report by that expert. These reports shall describe the progress made by such expert, significant issues, and follow-on activities and plans for the Recipient and GOP counterparts.

I. Participant Training Reports

The recipient will collect training data on all trainings, conferences, and workshops provided by the Project, under this cooperative agreement and within the existing SOW, held in the United States, third countries, or in-country. The training data will be submitted to AOTR quarterly no later than 30 days following the end of each period measured from October 1.

The recipient will follow USAID policy directives and required procedures governing the design and implementation of participant training activities found in ADS 252 (which provides detailed information regarding visa compliance guidelines) and ADS 253 (which provides guidance on how to implement USAID funded training programs).

J. Outreach Reports

Throughout the project implementation, the recipient will provide to USAID:

- a) Updated bi-monthly list of public events to be organized by the project during the coming two months, including approximate date, location, and audience. The recipient will coordinate with USAID about inclusion of USAID promotional materials for the participants, participation of USAID/USG representatives.
- b) At least two success stories a year with an accompanying photograph (see item c). for specifications).
- c) A CD with a collection of minimum 20 photographs a year that are illustrative of project's achievements in jpeg format. The photographs will comply with a guidance provided in the USAID Graphic Standards Manual, and be at least 500kb in size each. Each photograph will have a brief explanation about its subject, and identify: the author and his/her organization, person(s) featured in the photograph, and the location where the photograph was taken.
- d) Clippings of press articles that mention the project.
- e) At least 2 copies of all public communications materials produced by the project.
- f) Once a year, the project will present to USAID an overview of the implemented publicity events and received media coverage.

K. Other Reports

Partner institutions (local community, local government) may require documentation based on procedures and guidelines they establish for activities in the region. Such reports will be described in annual work plans. Other requirements may arise from special initiatives or changing environment. In these cases, guidance will be provided as it becomes available.

L. Special Reports and Memorandums

The Recipient shall prepare special reports in the event of extraordinary, time-sensitive events that need to be brought to the AOTR's attention sooner than every quarter. Special reports may be requested from the Recipient by the AOTR or may be produced by the Recipient exercising his/her own discretion and judgment. The Recipient shall prepare memorandums analyzing draft legislation and regulations and speeches and scene-setter briefing papers for USAID. The Recipient shall also report success stories on an on-going basis as they happen.

M. Foreign Tax Reports

Standard report will be issued for each Fiscal Year and delivered prior to November 17 each year.

N. Quarterly Financial Reports:

The Recipient shall submit to the USAID AOTR, a quarterly financial report using the SF-425 line item budgets, expenditures and accruals and a budget pipeline (balance remaining). A table with expenditures and accruals shall be submitted to the AOTR no less than 15 days before the end of each (USAID) fiscal year quarter throughout the life of the project.

SECTION II – AWARD ADMINISTRATION AND INFORMATION

1. Award Information

USAID expects to award one Cooperative Agreement to the responsible applicant whose application, conforming to this RFA, offers the best prospects for success and value. The anticipated total federal funding amount is approximately \$30,000,000. The period of performance is anticipated for five years.

The U.S. Government may (a) reject any or all applications, (b) accept other than the lowest cost application, (c) accept more than one application, (d) accept alternate applications, and (e) waive informalities and minor irregularities in applications received.

The U.S. Government may make an award on the basis of initial applications received, without discussions or negotiations. Therefore, each initial application should contain the applicant's best terms from a cost and technical standpoint. The Government reserves the right (but is not under obligation to do so), however, to enter into discussions with one or more applicants in order to obtain clarifications, additional detail, or to suggest refinements in the program description, budget, or other aspects of an application.

Neither financial data submitted with an application nor representations concerning facilities or financing will form a part of the resulting agreement.

The Agreement Officer is the only individual who may legally commit the Government to the expenditure of public funds. No costs chargeable to the proposed award may be incurred before receipt of either a fully executed cooperative agreement or a specific, written authorization from the Agreement Officer.

2. Available Funding

Improving the Quality of Reading Activity (IQRA) value is estimated at USD\$30 Million contingent on availability of funds.

3. Period of Performance

The IQRA project is expected to be of five-year duration. The project is expected to be awarded in October 2011 and will continue through September 2016.

4. Anticipated Award Schedule

It is anticipated that one Cooperative Agreement will be awarded o/a October, 2011.

5. USAID Management of the Activity

The Agreement Officer Technical Representative (AOTR) will serve as the primary contact between USAID and the award Recipient.

6. Authorized Geographic Code

The authorized source for procurement of all goods and services to be reimbursed under this award is USAID Geographic Code 935, "Special Free World." Such goods and services must meet the source, origin and nationality requirements set forth in 22 CFR Part 228.

7. Substantial Involvement Understanding

USAID/Pakistan anticipates a close working partnership with the recipient for this award. USAID will exercise substantial involvement as defined in ADS 303.3.11 under this Cooperative Agreement in the following areas:

- Review and approval of the work plan (and concurrence on major variances, if applicable).
- Review and approval of the PMP.
- USAID monitoring to permit specified kinds of direction or redirection because of interrelationships with other projects.
- Review and concur international approval.
- Approval of key personnel.

8. Authority to Obligate the Government

The Agreement Officer is the **only** individual who may legally commit the Government to the expenditure of public funds. No costs chargeable to the proposed agreement may be incurred before receipt of either an agreement signed by the Agreement Officer or a specific, written authorization from the Agreement Officer.

9. AWARD ADMINISTRATION

For U.S. organizations, 22 CFR 226, OMB Circulars, and the Standard Provisions for U.S. Nongovernmental Recipients will be applicable. For non-U.S. organizations, the Standard Provisions for Non-U.S., Nongovernmental Recipients will apply. While 22 CFR 226 does not directly apply to non-U.S. applicants, the Agreement Officer will use the standards of 22 CFR 226 in the administration of the award. For Public International Organizations (PIOs), the Standard Provisions for Grants to Public International Organizations, along with selected provisions from the Standard Provisions for Non-U.S., Nongovernmental Recipients and other negotiated provisions, will be used.

SECTION III - ELIGIBILITY CRITERIA

A. Eligibility Requirements

USAID entertains applications from only qualified local Pakistani entities, such as private and non-profit organizations.

Pre-Bid Conference is mandatory for all those interested Pakistani firms and organizations who intend to submit proposal for the IQRA Program.

B. Cost Share

Applicants to submit a cost-share plan.

SECTION IV - APPLICATION AND SUBMISSION INSTRUCTIONS

A. Instructions for the Preparation and Submission of Applications

Applicants must submit electronic and hardcopies of their applications. **Electronic and hard copies of applications must be received by the closing date and time indicated at the top of the cover letter of this RFA.**

A.1 Procedures for Submission of Applications by Email

Applications may be submitted via email with the name and address of the applicant and the RFA number found on the cover letter. Applicants are required to submit an electronic version of the technical proposal and a separate electronic version of the cost proposal to Mr. Sohail Humayun, Acquisition Specialist at pkcontract@usaid.gov. Applicants shall confirm with Sohail Humayun, Acquisition Specialist USAID/Pakistan, that their e-mail submissions were successfully received by the required due date. The receipt of Applications will be confirmed within two days.

The technical application will become the program description incorporated into the final cooperative agreement, if selected.

The total size of each e-mail attachment should not exceed 3 MBs. Every page of the application must be numbered. The application must have a table of contents. Large graphics files are discouraged. Attached file format must be Microsoft (2010 version) Word, Excel or PDF.

Applicants must submit a technical and a cost proposal of their applications in separate volumes. Budgets must be submitted in unlocked Excel format with all formulas to demonstrate calculations. The following shall be adhered to:

Volume # 1. Technical applications must be written in English language (limitation 30-page)

Volume # 2. The cost/business application must be written in the English (limitation 20-pages). In addition, the cost/business application must be submitted using the SF-424 series, which includes:

- SF-424, Application for Federal Assistance
- SF-424A, Budget Information, Non-construction Programs
- SF-424B, Assurances, Non-construction Programs

These Standard Forms can be found under Annex B. A link to these forms can also be found at: http://www.grants.gov/agencies/aapproved_standard_forms.jsp

Applications should be submitted **on or before 10:00 AM on October 07, 2011.**

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A.2 Procedures for Submission of Application Hardcopies

In addition to the submission of applications electronically, applicants shall submit an original and two (2) hard copies of the technical application and an original and one (1) hard copy of the cost/business application to the address specified below. USAID/Pakistan recommends that applicants use courier service instead of international mail for submission of the hard copies.

By Courier:

Sohail Humayun
Office of Acquisition and Assistance
USAID/Pakistan
c/o U.S. Embassy
Diplomatic Enclave, Ramna 5
Islamabad, Pakistan
Tel: +92-51-208-1270

Applicants should take account of the expected delivery time required by the proposal transmission methods, and are responsible to ensure that proposals are received at USAID in Islamabad by the due date and time specified above. Due to security arrangements at Diplomatic Enclave, it is not possible to deliver proposals by hand. It will be at the Applicant's own risk to deliver the proposals on time if they wish to deliver proposals by hand to USAID Office located in the U.S. Embassy.

Electronic and hardcopy application are both required. Applications will be accepted for consideration as long as they arrive at USAID/Pakistan by the time stipulated. In the event of inconsistencies between the hard copy and electronic versions of the proposal, the electronic version shall prevail. Applicants are requested to submit the technical and cost portions of their applications in separate volumes so that they may be reviewed separately.

A.3 Application Preparation Guidelines

A.3.1 General Instructions: All applications received by the deadline will be reviewed for responsiveness to the specifications outlined in these guidelines and the application format.

Applications shall be submitted in two separate volumes: (a) technical and (b) cost or business application. Technical portions of applications should be submitted in an original and two copies and cost portions of applications in an original and one copy.

Any prospective Applicant desiring an explanation or interpretation of this RFA must request it in writing by the closing date for clarification questions listed on the cover page of this RFA in order to allow a reply to reach all prospective Applicants before the submission of their applications. Oral explanations or instructions given before award of an Agreement will not be binding. Any information given to a prospective Applicant concerning this RFA will be furnished promptly to all other prospective Applicants as an amendment of this RFA, if that information is necessary in submitting applications or if the lack of it would be prejudicial to any other prospective Applicants.

Applications offering less than 60 days for acceptance by the Government from the date set for receipt may be considered unacceptable and may be rejected.

Applications must set forth full, accurate, and complete information as required by this RFA. The penalty for making false statements in applications to the U.S. Government is prescribed in 18 U.S.C. 1001.

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A.3.2 Preparation of Applications

Applicants are expected to review, understand, and comply with all aspects of this RFA. Failure to do so will be at the Applicant's risk.

Each Applicant shall furnish the information required by this RFA. An authorized agent of the Applicant shall sign the application and print or type its name on the Cover Page of the technical and cost applications. Erasures or other changes must be initialed by the person signing the application. Applications signed by an agent shall be accompanied by evidence of that agent's authority, unless that evidence has been previously furnished to the issuing office.

The application must demonstrate the Applicant's capabilities and expertise with respect to achieving the purpose of this RFA. The application should take into account the evaluation criteria found in Section V of the RFA. The narrative of the technical component of the application should be structured accordingly.

Applicants who include data that they do not want disclosed to the public for any purpose or used by the U.S. Government except for evaluation purposes, should:

Mark the title page with the following legend:

"This application includes data that shall not be disclosed outside the U.S. Government and shall not be duplicated, used, or disclosed - in whole or in part - for any purpose other than to evaluate this application. If, however, an Agreement is awarded to this Applicant as a result of - or in connection with - the submission of this data, the U.S. Government shall have the right to duplicate, use, or disclose the data to the extent provided in the resulting Agreement. This restriction does not limit the U.S. Government's right to use information contained in this data if it is obtained from another source without restriction."

Mark each sheet of data it wishes to restrict with the following legend:

"Use or disclosure of data contained on this sheet is subject to the restriction on the title page of this application."

Unnecessarily Elaborate Applications - Unnecessarily elaborate brochures or other presentations beyond those sufficient to present a complete and effective application in response to this RFA are not desired and may be construed as an indication of the Applicant's lack of cost consciousness. Elaborate art work, expensive paper and bindings, and expensive visual and other presentation aids are neither necessary nor wanted.

Acknowledgement of Amendments to the RFA - Applicants shall acknowledge receipt of any amendment to this RFA by signing and returning the amendment. The Government must receive the acknowledgment by the time specified for receipt of Applications.

A.3.3 Submission of Applications

Applications and modifications thereof shall be submitted in sealed envelopes or packages (1) addressed to the office specified in the Cover Letter of this RFA, and (2) showing the time specified for receipt, the RFA number, and the name and address of the Applicant. Cost applications and technical applications shall be submitted in separate envelopes.

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Telegraphic applications will not be considered; however, applications may be modified by written or telegraphic notice, if that notice is received by the time specified for receipt of applications.

Applicants should retain for their records one copy of the application and all enclosures that accompany their application.

To facilitate the competitive review of applications, USAID will consider only applications conforming to the format prescribed below.

A.4. Technical Application (Volume I) Guidelines

Applications must be specific, complete and presented concisely. Background information provided in this RFA should not be repeated in the application. Applicants should rather build on that information, using the application as an opportunity to explain how the Applicant will achieve the results USAID seeks. Detailed information should be presented only when required and should be appropriately organized and referenced as attachments. All applications should include a table of contents and page numbers.

The Program Description in the resultant Cooperative Agreement will be comprised from significant portions of the technical application submitted by the successful Applicant and any agreed revisions will compose the Program Description in the resultant Cooperative Agreement. Therefore, the technical application must be results-oriented, it must clearly state the planned actions and interventions, and it must make explicit links with anticipated results.

Applications are limited to 30 pages and shall be written in English and typed on standard 8 1/2" x 11" paper (216mm by 297mm paper), single spaced, 12 point font with each page numbered consecutively. Items such as graphs, charts, cover pages, dividers, table of contents, and attachments (i.e. key personnel resumes, table summarizing qualifications of proposed personnel, past performance summary table and past performance reports) are not included in the 30-page limitation.

Applicants should prepare their applications using the following general format:

A.4.1 Executive Summary (maximum 3 pages)

Provide a clear summary of what will be accomplished as well as the resources and steps required to achieve the desired results. It should provide a synopsis of the general approach and methodologies and roles of contributing organizations, as appropriate.

A.4.2 Technical Approach

The technical response should follow the guidance laid out in the evaluation criteria and include key elements such as a concise problem analysis, vision, strategy, methodology, activities, resource requirements and expected impact. The technical response must also include a proposed implementation plan for the life of the program and a preliminary performance monitoring plan for the life of program. A revised detailed implementation plan for Year 1 and a revised performance monitoring plan for the life of the program should be submitted as required in work plan under reporting requirements in Program Description (section I).

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A.4.3 Management Approach and Logistics

The Applicant's management and administrative arrangements should be clearly presented, including: management approach for the overall implementation of the Agreement, logistical support, and organizational structure and chart.

- The Applicant should clearly identify all proposed partners, explaining the roles and responsibilities of each and the proposed management operating structure. Proposed signed Memorandums of Understanding should be presented in an annex for all identified partners. Should the Applicant decide to utilize sub-agreements, detailed information on its experience in overseeing and implementing sub-agreements should be provided.

A.4.4 Organizational Capability

Evidence of institutional capacity to successfully carry out programs of comparable resource level and complexity; degree of ability to recruit and retain qualified U.S., local and expatriate professional male and female staff; evidence of level and quality of home/head-office support for past educational activities.

A.4.5 Key Personnel

The Applicant will propose the number of key personnel; however, the Applicant will not propose more than as mentioned in Program Description (section I). Key Personnel may be comprised of staff from the prime applicant and partner organization staff. The Applicant will include in the proposal an organizational chart that delineates the key positions together with a brief biographical sketch for each candidate and a summary position description for each.

For each key personnel proposed, the biographical sketch must not exceed one page and the position description must not exceed one page. Each position description shall include, at a minimum, the proposed position title, relationship to other key personnel and with the Applicant's headquarters. The Applicant's proposed position descriptions shall reflect a clear understanding of the technical and management skills necessary to achieve the results specified in Section I.

In the annex to the technical application, the Applicant shall submit a resume for all key personnel proposed using a standard format determined by the Applicant. Experience of proposed personnel should be in chronological order starting with the most recent experience. Resumes/curriculum vitae may not exceed three pages in length per individual and shall be in alphabetical order. In the annex, the Applicant will provide a written and signed letter of intention from each key personnel indicating his/her: (a) availability to serve in the stated position, in terms of the number of days after award; and (b) intention to serve for a specified duration (in annex). Two references shall be provided for each proposed key personnel and shall be included in the annex, following the resume and the letter of intention for that person.

Because the availability of consultants is difficult to anticipate over the life of a project, a roster of consultants is not requested. The Applicant may include no more than two consultant resumes to demonstrate the caliber of consultants available to the Applicant. The Applicant shall provide a brief biographical sketch for each consultant and summarize the results and requirements that each will

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support. Information for each proposed consultant shall not exceed one page. Resumes and letters of intention are not required for proposed consultants.

A.4.6 Past Performance

The Applicant is required to submit information on recent (3-years) previously performed or on-going Contracts, Grants or Cooperative Agreements that are the same or similar in complexity to this RFA. The same information is required for all identified sub-recipients as it relates to their proposed role.

A simple bulleted listing of these relevant programs, monetary value with brief descriptions, and the countries where they took place is adequate for this section. A past performance summary table and past performance report forms may be submitted as an annex to the application.

A.4.7 Branding Strategy and Marking Plan

Prepare a draft Branding Strategy (a communications strategy and plan for the project) and a Marking Plan, in accordance to ADS 320 and the templates attached as Annex _. These documents will specify how the grantee will ensure broad visibility for the project, USAID, and the American people, how the grantee will mark assistance delivered through the project with the U.S. flag and the USAID logo, and how this assistance will be attributed to the American people and USAID. Budget for all communications and marking efforts will be included in the overall budget of the project and will be sufficient for the achievement of the communications goals set in the branding strategy.

A.5 Cost Application Guidelines (Budget Preparation & Submission Instructions) – Volume II

The Cost Application is to be submitted under separate cover from the Technical Application. Certain documents are required to be submitted by an Applicant in order for the Agreement Officer to make a determination of responsibility. However, it is USAID policy not to burden Applicants with undue reporting requirements if that information is readily available through other sources.

The following describes the documentation that Applicants for the Cooperative Agreement must submit to USAID prior to award. Applicants are encouraged to be as concise as possible, but still provide the necessary detail to address the following:

A.5.1: The application must be submitted using SF-424 and SF-424A “Application for Federal Assistance,” which is available for download at USAID’s website:
<http://www.usaid.gov/forms/sf424.pdf>.

A.5.2: If the Applicant has established a consortium or another legal relationship among its partners, the Cost/Business application must include a copy of the document establishing the parameters of the legal relationship between the parties. The agreement should include a full discussion of the relationship between the Applicants including identification of the Applicant with which USAID will treat for purposes of Agreement administration, identity of the Applicant which will have accounting responsibility, how Agreement effort will be allocated and the

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express agreement of the principals thereto to be held jointly and severally liable for the acts or omissions of the other.

A.5.3: To support the proposed costs, please provide detailed budget notes/narrative for all costs that explain how the costs were derived. The following provides guidance on what is needed:

- a. The breakdown of all costs associated with the program.
- b. The breakdown of all costs according to each partner organization involved in the program.
- c. The costs associated with external, expatriate technical assistance and those associated with local in-country technical assistance.
- d. The breakdown of any financial and in-kind contributions of all organizations involved in implementing this agreement (cost-sharing).
- e. Potential contributions of non-USAID or private commercial donors to this agreement (cost-sharing).
- f. Procurement plan for commodities (if applicable).

The cost application should contain the following budget categories:

1. Salary and Wages: Direct salaries and wages should be proposed in accordance with the Applicant's personnel policies.
2. Fringe Benefits: If the Applicant has a fringe benefit rate that has been approved by an agency of the U.S. Government, such rate should be used and evidence of its approval should be provided. If a fringe benefit rate has not been so approved, the application should propose a rate and explain how the rate was determined. If the latter is used, the narrative should include a detailed breakdown comprised of all items of fringe benefits (e.g., unemployment insurance, workers compensation, health and life insurance, retirement, FICA, etc.) and the costs of each, expressed in dollars and as a percentage of salaries.
3. Travel and Transportation: The application should indicate the number of trips, domestic and international, and the estimated costs. Specify the origin and destination for each proposed trip, duration of travel, and number of individuals traveling. Per diem should be based on the Applicant's normal travel policies.
4. Equipment: Estimated types of equipment (i.e., model #, cost per unit, quantity).
5. Supplies: Office supplies and other related supply items related to this activity.
6. Contractual: Any goods and services being procured through a contract mechanism.

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7. Other Direct Costs: This includes communications, report preparation costs, passports, visas, medical exams and inoculations, insurance (other than insurance included in the Applicant's fringe benefits), equipment, office rent abroad, etc. The narrative should provide a breakdown and support for all other direct costs.
8. Indirect Costs: The Applicant should support the proposed indirect cost rate with a letter from a cognizant U.S. Government audit agency, a Negotiated Indirect Cost Recovery Agreement (NICRA), or with sufficient information for USAID to determine the reasonableness of the rates. (e.g., a breakdown of labor bases and overhead pools, the method of determining the rate, etc.).
9. Security Cost: Estimated cost for the security plan to be supported by adequate narratives; and
10. Please include information on the organization's financial status and management including:
 - a. Copies of the Applicant's financial reports for the previous 3-year period, which have been audited by a reputable certified public accounting firm.
 - b. NICRA (for subcontracts/US-based teaming with prime)
 - c. Organizational chart.
 - d. If the Applicant has made a certification to USAID that its personnel, procurement and travel policies are compliant with applicable OMB circular and other applicable USAID and Federal regulations, a copy of the certification should be included with the application. If the certification has not been made to USAID/Washington, the Applicant should submit a copy of its personnel (especially regarding salary and wage scales, merit increases, promotions, leave, differentials, etc.), travel and procurement policies, and indicate whether personnel and travel policies and procedures have been reviewed and approved by any agency of the Federal Government. If so, provide the name, address, and phone number of the Cognizant reviewing official.
 - e. Applicants that have never received a grant, cooperative agreement or contract from the U.S. Government are required to submit a copy of their accounting manual. If a copy has already been submitted to the U.S. Government, the Applicant should advise which Federal Office has a copy.
11. The application should include information that substantiates that the Applicant:
 - a. Has adequate financial resources or the ability to obtain such resources as required during the performance of the cooperative agreement.

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- b. Has the ability to comply with the cooperative agreement conditions, taking into account all existing and currently prospective commitments of the Applicant, nongovernmental and governmental.
 - c. Has a satisfactory record of performance. Past relevant unsatisfactory performance is ordinarily sufficient to justify a finding of non-responsibility, unless there is clear evidence of subsequent satisfactory performance.
 - d. Has a satisfactory record of integrity and business ethics.
 - e. Is otherwise qualified and eligible to receive a cooperative agreement under applicable laws and regulations (e.g., Equal Employment Opportunity laws).
12. Completed copy of certifications and representations (Section VI).

A.5.4 Cost share: It is USAID policy to encourage Cost Share contributions from Cooperative Agreement Recipients. While a particular cost share threshold is not required for this agreement, Applicants are invited to propose cost share contributions and to provide a rationale for the levels of cost share proposed. Cost share may be a factor in the determination of which proposal offers the best overall value to the U.S. Government.

SECTION V – EVALUATION CRITERIA

Innovation and original ideas will be given due weightage during the evaluation of the proposal.

The evaluation criteria presented below have been developed to the requirements of this particular RFA. Applicants should note that these criteria serve to: (a) identify the significant matters which applicants, should address in the application and (b) set the standard against which the application will be evaluated. USAID reserves the right to determine the resulting level of funding for the agreement award.

The technical application will be evaluated in accordance with the Technical Evaluation Criteria set forth below. The cost/business applications for all applicants submitting a technically acceptable application will be evaluated by the Agreement Officer for general reasonableness, cost realism, and allowability and allocability. To the extent that they are necessary (if award is made based on initial applications), negotiations will then be conducted with all applicants whose application, after discussion and negotiation, has a reasonable chance of being selected for award. Awards will be made to responsible applicants whose applications offer the greatest value, cost and other factors considered. USAID/Pakistan will conduct a pre-award assessment of all the short-listed organizations before the final decision on the award.

A. Technical Evaluation Criteria (100 Points)

Factor 1: Technical Approach (40 points)

The technical approach shall be evaluated based on the extent to which it meets the following criteria below:

Sub-Factors

a. Overall program vision, objective and expected results (10 points): Realistic and innovative description of how the vision and objectives for IQRA will be achieved in the Sindh Province of Pakistan. The approach is feasible and realistic within the context. Well thought-out description of piloting, scaling up, and coordination with other key stakeholders. Proposal reflects the need of the geographical area, technical knowledge, incorporates guiding principles identified in program description, and includes a local, result-based approach in order to meet the objectives of the province.

b. Monitoring and evaluation plan (10 Points): The approach includes a plan for monitoring activities, explicit performance targets, benchmarks and proposed indicators to be monitored.

c. Equity/Gender (10 Points): The applicant clearly identifies issues related to gender and inclusion, especially access to quality education by girls' in Sindh, and innovative strategies and specific activities to address these issues, and to mainstream these activities throughout the program.

d. Capacity building and Sustainability (10 Points): The applicant clearly identifies issues related to existing capacity in the province to manage the program activities without donor assistance, and innovative strategies and specific activities to address sustainability and long-term capacity development.

Factor 2: Management Approach and Logistics (10)

The management approach should clearly demonstrate a performance-based approach, and include the following.

Sub-Factors

a. Organizational Structure: Strength of composition and organizational structure of the entire implementation team, including clear articulation of roles, responsibility, authority, and collaboration of: key personnel, home office, in-country office, cooperating agency (ies) and proposed sub-grantees.

b. Performance Management Plan: Strength of the initial performance management plan, including well-defined, reasonable, measurable targets and indicators, and a system for adapting to changes in a dynamic environment.

Factor 3: Organizational Capability (10)

Evidence of institutional capacity to successfully carry out programs of comparable resource level and complexity; degree of ability to recruit and retain qualified U.S., local and expatriate professional male and female staff; evidence of level and quality of home/head-office support for past educational activities.

Factor 4: Key Personnel (20)

The Applicant should propose five key personnel, including the Chief of Party, that demonstrate the experience, expertise, and capacity required both to direct and inform, adaptive, and dynamic strategies for interventions as well as to manage the cost-effective operations and relationships involved in the project.

Key personnel shall be evaluated for experience in the following areas: relevant experience in education programs especially related to early grade reading and/or literacy, particularly in South Asia; managing and developing education sector projects in developing countries; successfully interacting with host governments, local communities; ability to link a multitude of stakeholders in building and effectively supervising national employees in a complex environment; effective interpersonal skills, pro-activeness, creative problem-solving and ethical management; extent of prior experience in working with international donors in South Asia or in other regional countries.

Applicants are strongly encouraged to propose personnel who are Pakistani citizens, who have relevant experience working in Pakistan and/or the South Asia region, and/or have Urdu and Sindhi language skills. Every effort should be made to propose qualified female candidates for

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any of the staff positions to promote gender equity in the project staff. For candidates of equivalent skills, USAID will give highest value to those candidates who are Pakistani.

Detailed description of each key personnel position is available in Section I.

Factor 5: Past Performance (20)

The recipient's performance information determined to be relevant will be evaluated in accordance with the elements below:

Quality of Products: Quality of product or service, including consistency in meeting goals and targets, and cooperation and effectiveness of the Prime in fixing problems.

Cost Principles: Cost control, including forecasting costs as well as accuracy in financial reporting.

Timeliness: Timeliness of performance, including adherence to contract schedules and other time-sensitive project conditions, and effectiveness of home and field office management to make prompt decisions and ensure efficient operation of tasks.

Relationships: Business relations, addressing the history of professional behavior and overall business-like concern for the interests of the customer, including coordination among subcontractors and developing country partners, cooperative attitude in remedying problems, and timely completion of all administrative requirements.

Customer Satisfaction: Customer satisfaction with performance, including end user or beneficiary wherever possible.

Each application should provide at least five references related to past performance.

B. Cost Evaluation

Cost has not been assigned a score but will be evaluated for cost reasonableness, allocability, allowability, cost effectiveness and realism, adequacy of budget detail and financial feasibility and cost sharing. While cost may be a determining factor in the final award decision, especially between closely ranked applicants, the technical merit of applications is substantially more important under this RFA. The percentage of funds spent on programming versus administrative cost will be taken into consideration, i.e. the cost of staff salaries, equipment, and facilities vs. cost of field activities and interventions that directly impact the target beneficiaries. Applications providing the best value to the U.S. Government, including cost share, will be more favorably considered for award.

Applications will be ranked accordance with the evaluation criteria identified above. USAID reserves the right to determine the resulting level of funding for the agreement being selected for the award.

**SECTION VI – MANDATORY STANDARD PROVISIONS FOR NON-U.S.
NONGOVERNMENTAL RECIPIENTS**

**Part I. MANDATORY STANDARD PROVISIONS FOR U.S. NONGOVERNMENTAL
RECIPIENTS.**

1. ALLOWABLE COSTS (OCTOBER 1998)
2. ACCOUNTING, AUDIT, AND RECORDS (OCTOBER 1998)
3. PAYMENT ADVANCES AND REFUNDS (OCTOBER 1998)
4. REVISION OF AWARD BUDGET (OCTOBER 1998)
5. TERMINATION AND SUSPENSION (OCTOBER 1998)
6. DISPUTES (OCTOBER 1998)
7. INELIGIBLE COUNTRIES (MAY 1986)
8. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS (JANUARY 2004)
9. DRUG-FREE WORKPLACE (JANUARY 2004)
10. NONLIABILITY (NOVEMBER 1985)
11. AMENDMENT (OCTOBER 1998)
12. NOTICES (OCTOBER 1998)
13. METRIC SYSTEM OF MEASUREMENT (AUGUST 1992)
14. EQUAL PROTECTION OF THE LAWS FOR FAITH-BASED AND COMMUNITY ORGANIZATIONS (December 2009)
15. IMPLEMENTATION OF E.O. 13224 -- EXECUTIVE ORDER ON TERRORIST FINANCING (MARCH 2002)
16. MARKING UNDER USAID-FUNDED ASSISTANCE INSTRUMENTS (DECEMBER 2005)
17. VOLUNTARY POPULATION PLANNING ACTIVITIES – MANDATORY REQUIREMENTS (MAY 2006) *18. CENTRAL CONTRACTOR REGISTRATION AND UNIVERSAL IDENTIFIER (OCTOBER 2010)
- *19. REPORTING SUBAWARDS AND EXECUTIVE COMPENSATION (OCTOBER 2010)
- *20. TRAFFICKING IN PERSONS (OCTOBER 2010)

**II.REQUIRED, AS APPLICABLE, STANDARD PROVISIONS FOR NON-U.S.
NONGOVERNMENTAL RECIPIENTS**

1. PAYMENT – ADVANCE (OCTOBER 1998)
2. PAYMENT – REIMBURSEMENT (MAY 1986)
3. INTERNATIONAL AIR TRAVEL AND TRANSPORTATION
(JUNE 1999)⁷
4. OCEAN SHIPMENT OF GOODS (JUNE 1999)
5. PROCUREMENT OF GOODS AND SERVICES (OCTOBER 1998)
6. USAID ELIGIBILITY RULES FOR GOODS AND SERVICES (SEPTEMBER 1998)
7. SUBAGREEMENTS (OCTOBER 1998)
8. LOCAL PROCUREMENT (OCTOBER 1998)
9. PATENT RIGHTS (JUNE 1993)
10. PUBLICATIONS AND MEDIA RELEASES (MARCH 2006)
11. NONDISCRIMINATION IN FEDERALLY ASSISTED PROGRAMS (MAY 1986)
12. REGULATIONS GOVERNING EMPLOYEES (JUNE 1993)
13. PARTICIPANT TRAINING (OCTOBER 1998)
14. VOLUNTARY POPULATION PLANNING ACTIVITIES – SUPPLEMENTAL
REQUIREMENTS (JANUARY 2009)
15. PROTECTION OF THE INDIVIDUAL AS A RESEARCH SUBJECT (OCTOBER 1998)
16. INDIRECT COST RATES - PROVISIONAL (Nonprofit) (OCTOBER 1998)
17. TITLE TO AND USE OF PROPERTY (RECIPIENT TITLE; OVER \$50,000) (OCTOBER
1998)
18. TITLE TO AND USE OF PROPERTY (RECIPIENT TITLE; \$50,000 and Under)
(OCTOBER 1998)
19. TITLE TO AND CARE OF PROPERTY (U.S. GOVERNMENT TITLE) (OCTOBER 1998)
20. TITLE TO AND CARE OF PROPERTY (COOPERATING COUNTRY TITLE)
(OCTOBER 1998)
21. COST SHARING (MATCHING) (JULY 2002)
22. PUBLIC NOTICES (JUNE 1993)
23. PROGRAM INCOME (OCTOBER 1998)
24. (Reserved)
25. PROHIBITION OF ASSISTANCE TO DRUG TRAFFICKERS (JUNE 1999)

- 26. INVESTMENT PROMOTION (NOVEMBER 2003)
- 27. REPORTING OF FOREIGN TAXES (MARCH 2006)
- 28. FOREIGN GOVERNMENT DELEGATIONS TO INTERNATIONAL CONFERENCES (JANUARY 2002)
- 29. ORGANIZATIONS ELIGIBLE FOR ASSISTANCE (JULY 2004)
- 30. PROHIBITION ON THE USE OF FEDERAL FUNDS TO PROMOTE, SUPPORT, OR ADVOCATE FOR THE LEGALIZATION OR PRACTICE OF PROSTITUTION - ASSISTANCE (JULY 2004)
- 31. ORGANIZATIONS ELIGIBLE FOR ASSISTANCE (JUNE 2005)
- 32. CONDOMS (JUNE 2005)
- 33. PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING (JUNE 2005) 34. USAID DISABILITY POLICY - ASSISTANCE (DECEMBER 2004)

[END OF MANDATORY PROVISIONS]

SECTION VI I- CERTIFICATIONS, ASSURANCES, AND OTHER STATEMENTS OF RECIPIENT

REQUIRED FORMS, CERTIFICATIONS, ASSURANCES, AND OTHER STATEMENTS OF RECIPIENT (MAY 2006)

- I. Certifications and Assurances
 - 1. Assurance of Compliance with Laws and Regulations Governing Nondiscrimination in Federally Assisted Programs
 - 2. Certification Regarding Lobbying
 - 3. Prohibition on Assistance to Drug Traffickers for Covered Countries
 - 4. Terrorist Financing
 - 5. Certification of Recipient
- II. Key Individual Certification Narcotics Offenses and Drug Trafficking
- III. Participant Certification Narcotics Offenses and Drug Trafficking
- IV. Certification of Compliance with the Standard Provisions entitled "Condoms" and "Prohibition of the Promotion or Advocacy of the Legalization or Practice of Prostitution or Sex Trafficking."
- V. Survey on Ensuring Equal Opportunity for Applicants
- VI. Other Statements of Recipient
 - 1. Authorized Individuals
 - 2. Taxpayer Identification Number
 - 3. Contractor Identification Number – Data Universal Numbering System Number
 - 4. Letter of Credit Number
 - 5. Procurement Information
 - 6. Past Performance Reference
 - 7. Type of Organization
 - 8. Estimated Cost of Communication Products

NOTE: When these Certifications, Assurances, and Other Statements of Recipient are used for cooperative agreements, the term "Grant" means "Cooperative Agreement".

PART I - CERTIFICATIONS AND ASSURANCES

1. CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal Cooperative Agreement, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

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(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

2. PROHIBITION ON ASSISTANCE TO DRUG TRAFFICKERS FOR COVERED COUNTRIES AND INDIVIDUALS (ADS 206)

USAID reserves the right to terminate this Agreement, to demand a refund or take other appropriate measures if the Grantee is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140. The undersigned shall review USAID ADS 206 to determine if any certifications are required for Key Individuals or Covered Participants.

If there are COVERED PARTICIPANTS: USAID reserves the right to terminate assistance to or take other appropriate measures with respect to, any participant approved by USAID who is found to have been convicted of a narcotics offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140.

3. CERTIFICATION REGARDING TERRORIST FINANCING IMPLEMENTING EXECUTIVE ORDER 13224

By signing and submitting this application, the prospective recipient provides the certification set out below:

(1) The Recipient, to the best of its current knowledge, did not provide, within the

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previous ten years, and will take all reasonable steps to ensure that it does not and will not knowingly provide, material support or resources to any individual or entity that commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated, or participated in terrorist acts, as that term is defined in paragraph 3.

(2) The following steps may enable the Recipient to comply with its obligations under paragraph 1:

- (a) Before providing any material support or resources to an individual or entity, the Recipient will verify that the individual or entity does not (i) appear on the master list of Specially Designated Nationals and Blocked Persons, which list is maintained by the U.S. Treasury's Office of Foreign Assets Control (OFAC) and is available online at OFAC's website : <http://www.treas.gov/offices/eotffc/ofac/sdn/t11sdn.pdf>, or (ii) is not included in any supplementary information concerning prohibited individuals or entities that may be provided by USAID to the Recipient.
- (b) Before providing any material support or resources to an individual or entity, the Recipient also will verify that the individual or entity has not been designated by the United Nations Security (UNSC) sanctions committee established under UNSC Resolution 1267 (1999) (the "1267 Committee") [individuals and entities linked to the Taliban, Usama bin Laden, or the Al Qaida Organization]. To determine whether there has been a published designation of an individual or entity by the 1267 Committee, the Recipient should refer to the consolidated list available online at the Committee's website: <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>.
- (c) Before providing any material support or resources to an individual or entity, the Recipient will consider all information about that individual or entity of which it is aware and all public information that is reasonably available to it or of which it should be aware.
- (d) The Recipient also will implement reasonable monitoring and oversight procedures to safeguard against assistance being diverted to support terrorist activity.

(3) For purposes of this Certification-

- (a) "Material support and resources" means currency or monetary instruments or financial securities, financial services, lodging, training, expert advice or assistance, safe houses, false documentation or identification, communications equipment, facilities, weapons, lethal substances, explosives, personnel, transportation, and other physical assets, except medicine or religious materials."
- (b) "Terrorist act" means-
 - (i) an act prohibited pursuant to one of the 12 United Nations Conventions and Protocols related to terrorism (see UN terrorism conventions Internet site: <http://untreaty.un.org/English/Terrorism.asp>); or
 - (ii) an act of premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents; or
 - (iii) any other act intended to cause death or serious bodily injury to a civilian, or to any other person not taking an active part in hostilities in a situation of armed conflict, when the

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purpose of such act, by its nature or context, is to intimidate a population, or to compel a government or an international organization to do or to abstain from doing any act.

- (c) “Entity” means a partnership, association, corporation, or other organization, group or subgroup.
- (d) References in this Certification to the provision of material support and resources shall not be deemed to include the furnishing of USAID funds or USAID-financed commodities to the ultimate beneficiaries of USAID assistance, such as recipients of food, medical care, micro-enterprise loans, shelter, etc., unless the Recipient has reason to believe that one or more of these beneficiaries commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.
- (e) The Recipient’s obligations under paragraph 1 are not applicable to the procurement of goods and/or services by the Recipient that are acquired in the ordinary course of business through contract or purchase, e.g., utilities, rents, office supplies, gasoline, etc., unless the Recipient has reason to believe that a vendor or supplier of such goods and services commits, attempts to commit, advocates, facilitates, or participates in terrorist acts, or has committed, attempted to commit, facilitated or participated in terrorist acts.

This Certification is an express term and condition of any agreement issued as a result of this application, and any violation of it shall be grounds for unilateral termination of the agreement by USAID prior to the end of its term.

4. CERTIFICATION OF RECIPIENT

By signing below the recipient provides certifications and assurances for (1) the Assurance of Compliance with Laws and Regulations Governing Non-Discrimination in Federally Assisted Programs, (2) the Certification Regarding Lobbying, (3) the Prohibition on Assistance to Drug Traffickers for Covered Countries and Individuals (ADS 206) and (4) the Certification Regarding Terrorist Financing Implementing Executive Order 13224 above.

RFA/APS No. _____

Application No. _____

Date of Application _____

Name of Recipient _____

Typed Name and Title _____

Signature _____

Date _____

PART II - KEY INDIVIDUAL CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

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I hereby certify that within the last ten years:

1. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.
2. I am not and have not been an illicit trafficker in any such drug or controlled substance.
3. I am not and have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

Signature: _____

Date: _____

Name: _____

Title/Position: _____

Organization: _____

Address: _____

Date of Birth: _____

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain key individuals of organizations must sign this Certification.
2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

PART III - PARTICIPANT CERTIFICATION NARCOTICS OFFENSES AND DRUG TRAFFICKING

1. I hereby certify that within the last ten years:

a. I have not been convicted of a violation of, or a conspiracy to violate, any law or regulation of the United States or any other country concerning narcotic or psychotropic drugs or other controlled substances.

b. I am not and have not been an illicit trafficker in any such drug or controlled substance.

c. I am not or have not been a knowing assistor, abettor, conspirator, or colluder with others in the illicit trafficking in any such drug or substance.

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2. I understand that USAID may terminate my training if it is determined that I engaged in the above conduct during the last ten years or during my USAID training.

Signature: _____

Name: _____

Date: _____

Address: _____

Date of Birth: _____

NOTICE:

1. You are required to sign this Certification under the provisions of 22 CFR Part 140, Prohibition on Assistance to Drug Traffickers. These regulations were issued by the Department of State and require that certain participants must sign this Certification.

2. If you make a false Certification you are subject to U.S. criminal prosecution under 18 U.S.C. 1001.

PART IV - CERTIFICATION OF COMPLIANCE WITH THE STANDARD PROVISIONS ENTITLED "CONDOMS" AND "PROHIBITION ON THE PROMOTION OR ADVOCACY OF THE LEGALIZATION OR PRACTICE OF PROSTITUTION OR SEX TRAFFICKING."

Applicability: This certification requirement only applies to the prime recipient. Before a U.S. or non-U.S. non-governmental organization receives FY04-FY08 HIV/AIDS funds under a grant or cooperative agreement, such recipient must provide to the Agreement Officer a certification substantially as follows:

"[Recipient's name] certifies compliance as applicable with the standard provisions entitled "Condoms" and "Prohibition on the Promotion or Advocacy of the Legalization or Practice of Prostitution or Sex Trafficking" included in the referenced agreement."

RFA/APS No. _____

Application No. _____

Date of Application _____

Name of Applicant/Subgrantee _____

Typed Name and Title _____

Signature _____

PART V - SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

Applicability: All RFA's must include the attached Survey on Ensuring Equal Opportunity for Applicants as an attachment to the RFA package. Applicants under unsolicited applications are also to be provided the survey. (While inclusion of the survey by Agreement Officers in RFA packages is required, the applicant's completion of the survey is voluntary, and must not be a requirement of the RFA. The absence of a completed survey in an application may not be a basis upon which the application is determined incomplete or non-responsive. Applicants who volunteer to complete and submit the survey under a competitive or non-competitive action are instructed within the text of the survey to submit it as part of the application process.)

PART VI - OTHER STATEMENTS OF RECIPIENT

1. AUTHORIZED INDIVIDUALS

The recipient represents that the following persons are authorized to negotiate on its behalf with the Government and to bind the recipient in connection with this application or grant:

Name	Title	Telephone No.	Facsimile No.

2. TAXPAYER IDENTIFICATION NUMBER (TIN)

If the recipient is a U.S. organization, or a foreign organization which has income effectively connected with the conduct of activities in the U.S. or has an office or a place of business or a fiscal paying agent in the U.S., please indicate the recipient's TIN:

TIN: _____

3. DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER

(a) In the space provided at the end of this provision, the recipient should supply the Data Universal Numbering System (DUNS) number applicable to that name and address. Recipients should take care to report the number that identifies the recipient's name and address exactly as stated in the proposal.

(b) The DUNS is a 9-digit number assigned by Dun and Bradstreet Information Services. If the recipient does not have a DUNS number, the recipient should call Dun and Bradstreet directly at 1-800-333-0505. A DUNS number will be provided immediately by telephone at no charge to the recipient. The recipient should be prepared to provide the following information:

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- (1) Recipient's name.
- (2) Recipient's address.
- (3) Recipient's telephone number.
- (4) Line of business.
- (5) Chief executive officer/key manager.
- (6) Date the organization was started.
- (7) Number of people employed by the recipient.
- (8) Company affiliation.

(c) Recipients located outside the United States may obtain the location and phone number of the local Dun and Bradstreet Information Services office from the Internet Home Page at <http://www.dbisna.com/dbis/customer/custlist.htm>. If an offeror is unable to locate a local service center, it may send an e-mail to Dun and Bradstreet at globalinfo@dbisma.com.

The DUNS system is distinct from the Federal Taxpayer Identification Number (TIN) system.

DUNS: _____

4. LETTER OF CREDIT (LOC) NUMBER

If the recipient has an existing Letter of Credit (LOC) with USAID, please indicate the LOC number:

LOC: _____

5. PROCUREMENT INFORMATION

(a) Applicability. This applies to the procurement of goods and services planned by the recipient (i.e., contracts, purchase orders, etc.) from a supplier of goods or services for the direct use or benefit of the recipient in conducting the program supported by the grant, and not to assistance provided by the recipient (i.e., a subgrant or subagreement) to a subgrantee or subrecipient in support of the subgrantee's or subrecipient's program. Provision by the recipient of the requested information does not, in and of itself, constitute USAID approval.

(b) Amount of Procurement. Please indicate the total estimated dollar amount of goods and services which the recipient plans to purchase under the grant:

\$ _____

(c) Nonexpendable Property. If the recipient plans to purchase nonexpendable equipment which would require the approval of the Agreement Officer, please indicate below (using a continuation page, as necessary) the types, quantities of each, and estimated unit costs. Nonexpendable equipment for which the Agreement Officer's approval to purchase is required is any article of nonexpendable tangible personal property charged directly to the grant, having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

TYPE/DESCRIPTION(Generic)	QUANTITY	ESTIMATED UNIT COST
---------------------------	----------	---------------------

(d) Source, Origin, and Componentry of Goods. If the recipient plans to purchase any

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goods/commodities which are not of U.S. source and/or U.S. origin, and/or does not contain at least 50% componentry, which are not at least 50% U.S. source and origin, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, and probable source and/or origin, to include the probable source and/or origin of the components if less than 50% U.S. components will be contained in the commodity. "Source" means the country from which a commodity is shipped to the cooperating country or the cooperating country itself if the commodity is located therein at the time of purchase. However, where a commodity is shipped from a free port or bonded warehouse in the form in which received therein, "source" means the country from which the commodity was shipped to the free port or bonded warehouse. Any commodity whose source is a non-Free World country is ineligible for USAID financing. The "origin" of a commodity is the country or area in which a commodity is mined, grown, or produced. A commodity is produced when, through manufacturing, processing, or substantial and major assembling of components, a commercially recognized new commodity results, which is substantially different in basic characteristics or in purpose or utility from its components. Merely packaging various items together for a particular procurement or relabeling items do not constitute production of a commodity. Any commodity whose origin is a non-Free World country is ineligible for USAID financing. "Components" are the goods, which go directly into the production of a produced commodity. Any component from a non-Free World country makes the commodity ineligible for USAID financing.

TYPE/DESCRIPTION (Generic)	QUANTITY	ESTIMATED UNIT COST	GOODS COMPONENTS	PROBABLE SOURCE	GOODS COMPONENTS	ORIGIN
-------------------------------	----------	------------------------	---------------------	--------------------	---------------------	--------

(e) Restricted Goods. If the recipient plans to purchase any restricted goods, please indicate below (using a continuation page, as necessary) the types and quantities of each, estimated unit costs of each, intended use, and probable source and/or origin. Restricted goods are Agricultural Commodities, Motor Vehicles, Pharmaceuticals, Pesticides, Rubber Compounding Chemicals and Plasticizers, Used Equipment, U.S. Government-Owned Excess Property, and Fertilizer.

TYPE/DESCRIPTION (Generic)	QUANTITY	ESTIMATED UNIT COST	PROBABLE SOURCE	INTENDED ORIGIN	USE
-------------------------------	----------	------------------------	--------------------	--------------------	-----

(f) Supplier Nationality. If the recipient plans to purchase any goods or services from suppliers of goods and services whose nationality is not in the U.S., please indicate below (using a continuation page, as necessary) the types and quantities of each good or service, estimated costs of each, probable nationality of each non-U.S. supplier of each good or service, and the rationale for purchasing from a non-U.S. supplier. Any supplier whose nationality is a non-Free World country is ineligible for USAID financing.

TYPE/DESCRIPTION (Generic)	QUANTITY	ESTIMATED UNIT COST	PROBABLE (Non-US Only)	SLUPPIER for NON-US	NATIONALITY RATIONALE
-------------------------------	----------	------------------------	---------------------------	------------------------	--------------------------

(g) Proposed Disposition. If the recipient plans to purchase any nonexpendable equipment with a unit acquisition cost of \$5,000 or more, please indicate below (using a continuation page, as necessary) the proposed disposition of each such item. Generally, the recipient may either retain the property for other uses and make compensation to USAID (computed by applying the percentage of federal participation in the cost of the original program to the current fair market value of the property), or sell the property and reimburse USAID an amount computed by applying to the sales proceeds the percentage of federal

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participation in the cost of the original program (except that the recipient may deduct from the federal share \$500 or 10% of the proceeds, whichever is greater, for selling and handling expenses), or donate the property to a host country institution, or otherwise dispose of the property as instructed by USAID.

TYPE/DESCRIPTION (Generic) QUANTITY ESTIMATED UNIT COST PROPOSED
DISPOSITION

6. TYPE OF ORGANIZATION

The recipient, by checking the applicable box, represents that -

(a) If the recipient is a U.S. entity, it operates as ☐ a corporation incorporated under the laws of the State of, ☐ an individual, ☐ a partnership, ☐ a nongovernmental nonprofit organization, ☐ a state or local governmental organization, ☐ a private college or university, ☐ a public college or university, ☐ an international organization, or ☐ a joint venture; or

(b) If the recipient is a non-U.S. entity, it operates as ☐ a corporation organized under the laws of _____ (country), ☐ an individual, ☐ a partnership, ☐ a nongovernmental nonprofit organization, ☐ a nongovernmental educational institution, ☐ a governmental organization, ☐ an international organization, or ☐ a joint venture.

7. ESTIMATED COSTS OF COMMUNICATIONS PRODUCTS

The following are the estimate(s) of the cost of each separate communications product (i.e., any printed material [other than non-color photocopy material], photographic services, or video production services) which is anticipated under the grant. Each estimate must include all the costs associated with preparation and execution of the product. Use a continuation page as necessary.

ANNEX A. REFERENCES

A. Applicable Regulations & References

- Mandatory Standard Provisions for Non-U.S. Nongovernmental Recipients:
<http://www.usaid.gov/policy/ads/300/303mab.pdf>
- Certifications, Assurances, and Other Statements of the Recipient
<http://www.usaid.gov/policy/ads/300/303sad.pdf>
- 22 CFR 226
http://www.access.gpo.gov/nara/cfr/waisidx_02/22cfr226_02.html
- OMB Circular A-122
<http://www.whitehouse.gov/omb/circulars/a122/a122.html>
- OMB Circular A-110
<http://www.whitehouse.gov/omb/circulars/a110/a110.html>
- USAID Automated Directive System (ADS) Series 300 Acquisition and Assistance
<http://www.usaid.gov/pubs/ads/>
- SF-424 Downloads
http://www.grants.gov/agencies/aapproved_standard_forms.jsp

ANNEX B. SF- 424 FORMS

SF-424, Application for Federal Assistance
SF-424A, Budget Information, Non-construction Programs
SF-424B, Assurances, Non-construction Programs

This form can be downloaded from the website: <http://www.usaid.gov/forms/sf424.pdf>

ANNEX “C”. Templates for Branding & Marking

Branding Strategy (Communications Plan for USAID Assistance Agreement)

Please note: all text in red Italics is only for guidance; please delete it from your final version! This text aims to give you some guidance about the plan; however, it does not aim to cover all possible situations relevant to your project. Please use it only as guidance rather than as a multiple-choice questionnaire.

Project Title:
Agreement Number:
Period of Activity:
Implementing organization:
Date:

1. Positioning

Guidance: This chapter should describe

- which organization(s) will be referred to as the owner(s) of the project in all public communications (events, speeches, press releases, other materials) – the recipient, USAID, or both.*
- what will be the project's name for public communications purposes; USAID's policy is that the name should be short -2-3 words maximum and NEVER an acronym. When making this decision, please consider, how you will use it and how it will be perceived among target audiences: Will it make sense? Will it be meaningful and identifiable with the purpose of the program? Convenient to use in speeches, at events, and on banners? In local languages? For example: "The USAID and [Apparently Successful Applicant] Health Project."*

In all public communications the project will be referred to as USAID's XXX project.

In local applicable languages, the project will be referred to as: *(include any relevant translations)*

2. Program Communications and Publicity

a). The primary and secondary audiences for this project or program

Guidance: Please include direct beneficiaries and any special target segments or influencers that the program will focus its work on. For example: Primary audience: schoolgirls age 8-12, Secondary audience: teachers and parents—specifically mothers.

b). Main Program Message

Guidance: Include the intended message(s) of the project – if you had to sum up the purpose of your project in one brief statement, addressed to its key audiences – what would it be? For example: "Girls should have equal access to education" or "Have your child inoculated."

c). Communications or program materials that will be used to explain/market the program to beneficiaries

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Guidance: These include training materials, posters, pamphlets, Public Service Announcements, billboards, websites, and so forth. Explain how they will be used to promote the project, at what frequency, how they will be distributed, what they will include, etc. If you know of specific events that the project will organize for various purposes, related to public communications, discuss them, including timing and other relevant details. This chapter should become the project's communication's plan for the duration of the project.

Please discuss, how you will prepare and use project staff to educate beneficiaries and other groups about the project – will you brief them about project's messages and main themes for speeches? Will you develop guidance and talking points, so that everyone is aware of what to say about the project? Will you make brochures and other materials available for distribution at meetings? Please consider this not only with regard to communicating to beneficiaries, but also promotion among host country citizens. For example, "all staff will receive training and regular updates on the details of the XXX project, its successes, talking points, as well as USAID and the American peoples' role in the development process. In addition to ensuring that all staff can speak about the project and explain USAID and the American peoples' role in the process, (recipient organization) will develop a comprehensive package of communication materials, such as success story and press release templates, banners, information packages, brochures, videos and project summaries among others."

d). Promotion of the project among host country citizens

Guidance: Please discuss how you will focus project public communications on your target audiences – within the limitations and restrictions due to the operating environment. Describe

- *a general approach that will be used for public communications about the project in the host-country*
- *which communications tools will be used to target which of the focus audiences and how. Tools may include press conferences, public events, press releases, media interviews, site visits, success stories, beneficiary testimonials, photos, PSAs, videos, websites, e-invitations, or other e-mails, Internet activities, etc.*
- *What key anticipated milestones or opportunities the project will use to generate awareness that the project is from the American people. These include, but are not limited to launching the program, announcing research findings, publishing reports or studies, spotlighting trends, highlighting success stories, featuring beneficiaries as spokespeople, marketing agricultural products or locally-produced crafts or goods, securing endorsements from ministry or local organizations, and communicating program impact/overall results.*
- *Explain how any of the public communications materials will be disseminated.*

Sample optional table for c).and d):

Communication Product	Start Date	Frequency	Audience	Dissemination
Project Launch and Close-Out Conferences	November 1, 2006 - September, 2009	Twice	NGO Community, local government, USAID target audiences in the host country	Local media
Project Fact Sheet and Brochure	December 1, 2006	Revised annually	Government, USAID, USAID target host country audiences	Given to beneficiaries, other groups at meetings and events, included in material packages for all events
Community Project Opening Ceremonies	March 1, 2007	80 project grants	Local community, local government, media, community	n/a

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			members	
CD-ROM	January 1, 2007	Revised annually	central and local government, beneficiary communities, USAID target host country audiences	Included in material packages for all events
Success Stories	December 1, 2006	Three per quarter	NGO community, USAID	Sent to local media, included in information packages for relevant trainings and other events
Press Releases	November 1, 2006	Monthly	NGO Community, Government, USAID target audiences in the host country	Sent to media
Impact Stories for USAID monthly newsletter	December 1, 2006	one story a month	NGO Community, Government, USAID, USAID target audiences in the host country	Sent to USAID
Banners, Folders, Pins, and Other Products	January 1, 2007	Ordered as necessary	USAID target audiences in the host country	Disseminated at all public events

e). Conveying the Message “From the American People” through Public Communications

Guidance: Please indicate how the project will incorporate the message, “This assistance is from the American people” in communications and materials directed to beneficiaries as well as to the other host country audiences.

At each public event related to the project, USAID and the support from the American people will be verbally acknowledged in the following way: *(please explain what exactly will be said)*

The project will use the USAID identity in all public communications (events and materials likewise). All public printed, video, and audio materials will also include a disclaimer (text included in the marking plan) to identify parties responsible for the contents.

f). The use of the USAID identity: the project will use guidance set in the USAID Graphic Standards Manual (<http://www.usaid.gov/branding/gsm.html>) related to the use of the USAID identity.

3. Acknowledgement of other organizations

Guidance: Will there be any direct involvement from a host-country government ministry or other organization? If yes, please indicate which one or ones. Are there any other groups (other than USAID!) whose logo or identity the recipient will use on program materials and related communications. Please specify how these organizations will acknowledge. For example, “when describing an activity that was implemented in cooperation with the National AIDS Center, the project will state: “the project, in cooperation with the National AIDS Center, has opened/facilitated/organized/prepared. ...” Please indicate why they will be visibly acknowledged, and if they will receive the same prominence as USAID.

Other program partners *(please identify what they are/might be)* will be mentioned in written documents that are related directly to them. Partner logos will be displayed on the right hand side of all the materials

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related directly to them. Local partners and relevant local government agencies will be referenced as partners and given credit in communications and promotional documents as appropriate.

4. Coordination with USAID on publicity and project promotion issues

The project will submit any press releases, information about media events, to the USAID AOTR and follow other relevant guidance set by the USAID/Pakistan.

Throughout the project implementation, (recipient organization) will provide to USAID:

- a) A quarterly list of public events to be organized by the project, including approximate date, location, and audience. The project will coordinate with USAID about all planned events with press participation, press activities, press releases, as well as inclusion of USAID promotional materials for the participants, participation of USAID/USG representatives.
- b) One success story every 6 months with an accompanying photograph (see item c). for specifications). The success stories will be provided in a Word Document format.
- c) At least 20 photographs a year that are illustrative of project's achievements in jpeg format. The photographs will comply with a guidance provided in the USAID Graphic Standards Manual, and be at least 500kb in size each. Each photograph will have a brief explanation about its subject, and identify: the author and his/her organization, person(s) featured in the photograph, and the location where the photograph was taken.
- d) Clippings of press articles that mention the project.
- e) At least 2 copies of all public communications materials produced by the project. In addition, the recipient shall submit one electronic and/or one hard copy of all final documents to USAID's Development Experience Clearinghouse.
- f) Once a year, the project will present to USAID an overview of the implemented publicity events and received media coverage.

In the event of changed circumstances for implementation of this Branding Strategy, (implementing organization), through its AOTR, will submit to USAID a request to modify this plan and/or other related documents, such as the Marking Plan.

Guidance:

Marking Plan (For USAID Assistance Agreements)

Please note: all text in Italics is only for guidance; please delete it from your final version! This text aims to give you guidance about the preparation of the plan; however, it does not aim to cover all possible situations relevant to your project. Please use it only as guidance rather than as a multiple-choice questionnaire.

Project Title:
Agreement Number:
Period of Activity:
Implementing organization:
Date:

(Recipient organization) intends to co-mark deliverables and public communications under this project as outlined in this Marking Plan.

1. Marking of sub-awards: To ensure that project's sub-awards comply with USAID marking requirements, (recipient organization) will include the following marking provision in its sub- grants:

"As a condition of the recipient of the sub-award, marking with the USAID Identity of a size of prominence equivalent to or greater than the recipient's, sub-recipient's, other donor's, or third party is required. In event the recipient chooses not to require marking with its own identity or log with the sub-recipient, USAID may, at its discretion, require marking by the sub-recipient with the USAID Identity."

2. Disclaimer language for publications: All studies, reports, publications, web sites, and all informational and promotional products will contain the following provision:

This study/report/Web site (specify) is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of the (name of organization) and do not necessarily reflect the views of USAID or the United States Government.

3. Marking of project deliverables and public communications

(Recipient organization) will display the USAID identity prominently on all communication products and describe the project as the USAID and (recipient organization) XXX project in the following manner:

Guidance: Explain the general approach the program will use to mark all the public communications, commodities, and program materials that will be produced as part of the assistance agreement with the USAID identity. Remember to consider and include

- program, project, or activity sites funded by USAID, including visible infrastructure projects or activities that are physical in nature (must have temporary and permanent signs, according ADS 320)*
- technical assistance, studies, reports, papers, websites, PSAs, audio-visual productions, and other promotional, informational, media, or communications products funded by USAID*
- events under the project – training courses, conferences, seminars, exhibitions, fairs, workshops, press conferences, and other public activities*
- all commodities provided through the project, including those for humanitarian assistance, and all other equipment, supplies, and materials, and their export packaging, funded by USAID;*

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- *any promotional materials – pens, caps, t-shirts, etc.*

Table #1: Marked deliverables and public communications*Guidance: Please*

- *include and discuss marking any items relevant to your project, such as Websites, Brochures, Reports, manuals, textbooks, Events (conferences, trainings, study tours, etc), Training materials, Surveys, Promotional materials (e.g., t-shirts, pens, caps, pins, etc), PowerPoint presentations, Commodities (equipment, tools, furniture, instruments, etc- only those used for programmatic purposes), Plaques, Certificates, Press releases, Factsheets, Invitations, Documentaries, TV and radio public service announcements, Articles in the print media, Activity sites and physical infrastructure objects, and any other public communications means the project plans to use.*
- *Discuss groups of items marked the same way rather than going through each item separately;*
- *Consider if there might be some more efficient/visible ways to mark provided assistance (e.g., instead of marking every classroom table and chair with a USAID sticker, consider attaching a plaque to the room in which USAID-funded items are placed)*
- *include clear explanation where the USAID identity will be placed, on which page/location/site, etc. Similarly discuss placement of the disclaimer and any other used means of marking.*
- *attach samples of how you are planning to mark various types of documents: i.e., include a sample factsheet or a certificate, etc.*

(Recipient organization) will display the USAID identity in the following manner:

Items included in the table below are only examples, please change as applicable.

Project deliverable/ public communication	Placement of the USAID identity	Notes	Disclaimer, text about USAID
press releases	identity will be placed in the upper left hand side of the first page	Electronic identity to be added; press releases will start June 2007, est. monthly issuance	Text about USAID to be included in the first paragraph
brochures about the project	USAID identity will be placed in the upper left corner of the front page	June 2007; Updated annually in June	Text about USAID included as the first paragraph; disclaimer at the bottom of the back page
reports, researches, and other multiple page documents requiring a cover	the identity will be centered on the cover at the top of the page	June 2007; quarterly	The disclaimer will be included at the bottom of the first page
Training events	Banner with the USAID identity at the front of the room	June 2007; monthly	
Training materials (list titles/other details if known)	Identity on cover page, top left corner	2006-2007; monthly; total est. 30,000 copies	Disclaimer at the bottom of the front page, in italics
Renovated schools (specify est number)	A plaque by the entrance of the school		
t-shirts to promote program	On the front of the shirt, top left		

For the specific placement of the USAID identity on any printed matter, the project will use guidance set in the USAID Graphic Standards Manual, <http://www.usaid.gov/branding/gsm.html> .

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Any items not mentioned in Tables #1 or #2 will be marked in a fashion similar to the one described in Table #1, unless they are exempt from marking by USAID regulations (i.e., business cards, items for solely project administrative use, administrative letters).

Table #2: Deliverables without marking

Guidance: There are 8 exceptions that you could claim-see 22 CFR 226.91 and ADS320.3.3.2. Please review those exceptions and consider if any deliverables or public communications under this project should not be marked with the USAID identity. If you identify such, include them into the table below.

Project deliverable	Rationale (explain how the exception applies)	How will USAID assistance be acknowledged if the USAID identity is not used?	Estimated period/date of application
(name the deliverable that you propose to not be marked with the USAID identity)	(identify, which exception is applicable and briefly explain, why this exception is requested)		

Table #3: Public Communications, Branding and Marking Budget

Items included in the table below are only samples, please change as applicable

item	Description	Quantity	Cost
Press conferences		5	\$XXX
Photo and video materials for publicity			\$XXX
Banner with the USAID identity (see attachment XX with the design)	1mx2.5m	2	\$XXX
Stickers with the USAID identity (see attachment XX with the design)	Plastic, 10x20 cm	1000	\$
Project brochures	Russian language	2000	\$
Plaques for assisted schools (see attachment #3)	30x60cm, white plastic, English and Russian text	50	\$
Total			\$

5. Modifications

In the event of changed circumstances for implementation of this Marking Plan, (recipient organization), through its AOTR, will submit to USAID a request to modify this plan and/or other related documents, such as the Branding Strategy.

Attachments (please include any templates and sample designs the project will use)

Annex “D” - SAMPLE FORMAT FOR INITIAL SECURITY PLAN

When submitting a Security Plan, at a minimum, the Applicant shall address the following points:

- 1) There shall be a Threat Analysis and a Risk Assessment conducted by a competent authority, preferably a professional Security Expert. This product should cover all facets of the Applicants operations (i.e. lodging, office, transportation, operational area, etc.).
 - Current and previous security situation in locations mentioned in item one above (to include crime, insurgent activity, kidnappings, police and military operations, etc.) in the area(s) of project activities, the company's offices, and employee living areas
 - Previous security incidents that involved the company and/or its personnel or other organizations in the vicinity previous and current threats against the company and/or its personnel
- 2) Location(s) of project offices and activities.
- 3) Period of Performance of the Agreement
- 4) The company's current security plan (if applicable) including perimeter security (i.e. "11' high, 1' foot thick, concrete and brick wall, with razor wire on top totaling approx. 13' that surrounds the entire compound, CCTV system, 10' high metal entry/exit door manned by a 24/7 armed guard, with cabin, etc).
- 5) For requests of vehicles:
 - Number of vehicles requested
 - Vendor that will be utilized
 - Frequency of travel utilizing vehicles
 - Terrain
 - Driver Training Plan
 - Passenger orientation and driver training plan:

(Note: Armored vehicles have different handling characteristics and drivers and perspective passengers should be trained in evasive driving techniques as well as handling the particular type of vehicle in emergency situations.
- 6) A cost breakdown along with comprehensive budget narrative.
- 7) A point of contact in case for questions or clarifications.
- 8) Planned methods to mitigate the threats, including evidence of an assessment or evaluation of alternative security precautions. These may include but not be limited to:
Issuance and use of two-way radios and/or other communication networks, upgrading buildings, deploying guards and/or guard force, CCTV system, or purchasing additional vehicles as recommended by security experts, assessing the manner in which the FAV is envisaged to be used in terms of safety etc.

The list above includes items to consider when preparing a comprehensive Security Plan. Please note, however, this is not an all-inclusive list; there may be additional relevant information or items to be considered. Therefore, when submitting a Security Plan, please provide all relevant and necessary information.

Annex “E” – ENVIRONMENTAL COMPLIANCE

An environmental threshold determination for activities under Sindh Education Program (SEP) was approved in an IEE dated April 11, 2011. The threshold determination found that the proposed interventions, training, technical assistance, and educational program development and dissemination, fall within the classes of actions described below in Section 216.2, paragraphs 1a, 1b, 1c and 4a, 4b and 4c, "Categorical Exclusions and Negative Determination only" of 22 CFR Environmental Procedures Part 216.

- 1a) The Foreign Assistance Act of 1961, as amended, Section 117 requires that the impact of USAID’s activities on the environment be considered and that USAID include environmental sustainability as a central consideration in designing and carrying out its development programs. This mandate is codified in Federal Regulations (22 CFR 216) and in USAID’s Automated Directives System (ADS) Parts 201.5.10g and 204 (<http://www.usaid.gov/policy/ads/200/>), which, in part, require that the potential environmental impacts of USAID-financed activities are identified prior to a final decision to proceed and that appropriate environmental safeguards are adopted for all activities. Applicant environmental compliance obligations under these regulations and procedures are specified in the following paragraphs of this RFA.
- 1b) In addition, the contractor/recipient must comply with host country environmental regulations unless otherwise directed in writing by USAID. In case of conflict between host country and USAID regulations, the latter shall govern.
- 1c) No activity funded under this Cooperative Agreement will be implemented unless an environmental threshold determination, as defined by 22 CFR 216, has been reached for that activity, as documented in a Request for Categorical Exclusion (RCE), Initial Environmental Examination (IEE), or Environmental Assessment (EA) duly signed by the Bureau Environmental Officer (BEO). (Hereinafter, such documents are described as “approved Regulation 216 environmental documentation.”)
- 4a) As part of its initial Work Plan, and all Annual Work Plans thereafter, the [contractor/recipient], in collaboration with the USAID Cognizant Technical Officer and Mission Environmental Officer or Bureau Environmental Officer, as appropriate, shall review all ongoing and planned activities under this [contract/grant/CA] to determine if they are within the scope of the approved Regulation 216 environmental documentation.
- 4b) If the [contractor/recipient] plans any new activities outside the scope of the approved Regulation 216 environmental documentation, it shall prepare an amendment to the documentation for USAID review and approval. No such new activities shall be undertaken prior to receiving written USAID approval of environmental documentation amendments.
- 4c) Any ongoing activities found to be outside the scope of the approved Regulation 216 environmental documentation shall be halted until an amendment to the documentation is submitted and written approval is received from USAID.